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SUBJECT      International Union of Students/World Federation  
                 of Democratic Youth  
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-3-

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-2-

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IX. Results of students'  
activities up to 31 th August 1948.

Up to now the Committee has settled 53 scholarships in Holland. Norway has given 10 scholarships.

The Committee received an official offer of 27 scholarships for Switzerland.

Promised are scholarships in France / 40 / and Italy / 40/.

The Czechoslovak students have already received 21 Care food-packages from student group and boy-scouts from New York,

Also the Dutch selection mission has brought some food-stuffs and clothing for Czechoslovak students, some food was sent by Swiss friends.

From Italy we obtain rice-parcels.

Published in Ludwigsburg September 1948.

Emil Ransdorf  
Chairman m.p.

Josef Mestenhauser  
First Secretary m.p.

Dr. Jan Triska  
Foreign Secretary m.p.

GREETINGS OF WORLD FEDERATION OF DEMOCRATIC YOUTH TO THE ANNUAL COUNCIL  
OF THE INTERNATIONAL UNION OF STUDENTS, CITE UNIVERSITAIRE

PARIS - THURSDAY, SEPTEMBER 9, 1948

by BERT WILLIAMS

- - - - -

Mr. Representative of the President, Mr. Inspector-General, Dear Friends,

Permit me, in the name of the Executive Committee and over 50,000,000 members of the World Federation of Democratic Youth, to bring warmest fraternal greetings and good wishes to the representatives of the democratic students of the world assembled in Paris for the annual Council meeting of the International Union of Students. Our Federation is honoured to participate in your Council meeting, because the ties which connect the democratic youth with the democratic students are the ties of common experience of struggle for freedom in the great fight against fascism - the ideals which bind the democratic youth and the democratic students are the common ideals for which we fight today -- for enduring peace, for greater democracy, for the free and independent development of peoples and nations, for a better, happier life for youth and students, against all instigators of war and those who oppress the students and the youth.

Our Federation, right from the very birth of the IUS, has followed with great attention the growth, development, and activity of the democratic international organization of the students. The members of the Federation have noted with pride and satisfaction the achievements of the democratic students and their organization, the IUS, particularly during the last year, and we feel sure that the record of achievement of IUS during the last year will be greeted with the same pride and satisfaction by your Council meeting. The democratic youth rejoice at the successes of the IUS because they recognize in them further proofs of the great strength and virility of the democratic movement - further proofs **that the common aspirations** of the students and the youth will be fulfilled. The events of the last year have also proved that continued close co-operation between the Federation and the IUS is the guarantee of continued success for both organizations. Let me give some examples.

The South East Asia Conference, organized by the WFDY and IUS in Calcutta in February, immeasurably strengthened the influence and prestige of both organizations with the youth and students of South East Asia and all the youth of colonial countries.

The Conference of the Democratic Youth of Latin America, held in Mexico in May, similarly strengthened the position of both the Federation and the IUS in Latin America.

The joint Commission of the WFDY and the IUS which toured North Africa and the Middle East resulted in an all-round reinforcement of the position of the WFDY and the IUS in this part of the world, and the affiliation of the National Union of Students of Iraq to both WFDY and IUS is a significant result of this common action.

In all these examples the most significant fact of all is that the common struggle of the students and the youth for peace was given new impetus.

The joint campaign of IUS and WFDY on behalf of the democratic Spanish youth and students on the occasion of the 14th of April is a further illustration.

The great International Conference of Working Youth, organized by the WFDY in August in Warsaw, was the scene of a further strengthening of the ties between the Federation and the IUS. The working youth of the world, at that Conference, welcomed more than warmly the valuable participation of the delegation of the IUS.

The participation of the delegates of the IUS in the Council meeting of the Federation in August was a further link in the chain of friendship which binds the democratic youth and students together and at the same time a further possibility for the IUS to exercise the democratic rights guaranteed to it under the Constitution of the WFDY - rights which allow the IUS its full voice in determining the policy of the WFDY.

In addition to the examples I have given of the close and friendly relations which exist between the IUS and WFDY, I want to mention some of the activities of the IUS which our Federation Executive considers to have been particularly outstanding. First, the relief activity of the IUS, and in particular the Relief Week of November last year; second, the establishment of the IUS Sanatorium; and thirdly, the organization of the Medical Faculty Conference in England recently. By all these activities the IUS has demonstrated its consciousness of the burning problems of the students and its ability to solve them.

Your Council meeting will hear in much greater detail reports of the questions which I have been only able to mention briefly. However, at the outset of your Council meeting, our Federation has thought it necessary to underline the great achievements of the IUS in the last period, and particularly to point out that many of those achievements have been great by reason of the close and friendly co-operation which existed between the WFDY and IUS. The democratic youth of the world are very anxious that the IUS shall continue to go from strength to strength as the great, democratic, international organization of the students, and I feel sure that the Council of the IUS will understand very well that this is only possible as long as the IUS maintains and further develops the closest possible links with the World Federation of Democratic Youth. The best guarantee of the continued growth and activity of the IUS is its connection with the WFDY. The coming period offers many occasions for continued joint action - and we can mention, for example, the International Conference of Young Writers and Journalists, the International Student Festival, and the World Youth Congress of 1949. We must ensure that these activities are utilized to strengthen both the IUS and the WFDY, and particularly we appeal to this Council to ensure the fullest possible participation of the students in the World Youth Congress of 1949. Also, it is the opinion of the Federation that the question of the democratization of education inevitably concerns not only students as such but youth in general and that on this question there must be much greater and more serious co-operation in the future.

When we speak of the joint co-operation of the IUS and WFDY, we can only be satisfied when this joint co-operation is based on the



student and youth organizations on a national level. We must pay a great deal more attention to this question in the coming period, and we should utilize to the very fullest extent the Relief Week of IUS from November 10th to November 17th to strengthen these ties - youth and students celebrating together November 10, 3rd birthday of the WFDY, and November 17th, Ninth Anniversary of International Students Day.

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Here I have spoken of the work and achievements of the IUS and the WFDY in the last year and a little about our common tasks in the coming year. The world situation in which we have to carry out our common tasks is best characterized by an extract from the appeal of the recent great World Congress of Intellectuals for Peace held in Wroclaw, Poland. It is a situation in which we find that "in America and in Europe, against the desire and the will of the peoples of the world, a small group of men, hungry for gold, who have inherited from fascism its theses of racial supremacy and the negation of progress, who have taken as their own fascism's tendency to resolve all problems by force of arms - this group is making new attacks against the spiritual patrimony of the peoples".

And further: "The peoples of the world do not want war and they are strong enough to protect the peace and civilization against the menace of a new fascism."

And again: "A great responsibility rests upon us before our peoples, before humanity, and before history."

In the opinion of our Federation, just as great a responsibility rests upon you, the young intellectuals, as upon your elders who assembled in Wroclaw to proclaim their common love of peace and that common willingness to fight for it. For the students of the world, this Council meeting of the IUS is equally important as the Congress of Wroclaw for the intellectuals of the world -- and without doubt, the most important question which faces the Council meeting is the preservation of unity of the democratic students in order to realize the great tasks of the future. This essential unity, our Federation is sure, will be preserved and strengthened - for the democratic character of the IUS provides the possibility for the fullest freedom for every honest student - and every honest student knows the necessity of unity and continued growth of IUS as the only thoroughly democratic organization of the students on a world scale, the best defender of the interests of the students, the best organizer of the fight of the students for lasting peace against the attempts to prepare a new war and a new fascism. And a great lesson which the WFDY and IUS have learned in the last year is that unity does not come simply because we wish it - unity grows and is strengthened in constant struggle against the enemies of unity and on the basis of the carrying out of the democratic principles of our organization.

In closing then, our Federation, with the voice of millions of young fighters for peace, wishes the utmost success to your efforts and charges you to guard the unity of the IUS, to strengthen still further the ties between the democratic students and the youth.

Long live your Council meeting!

Long live the unbreakable friendship between the WFDY and IUS - best guarantee of the continued free existence of both!

Long live the IUS - organizer and leader of the students of the world along the path of peace and happiness!

LIST OF DELEGATES AND OBSERVERS ACCREDITED BY THE CREDENTIALS  
COMMITTEE

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The quorum for the Council is based upon the Constitution clauses demanding two thirds of the delegates from one half of the countries entitled to representation. The delegates who make up the total for the quorum are either from organisations which were represented at the Congress and have Council seats reserved for them at that time, or from organisations which affiliated since and were recognised by the last Council.

<u>Australia</u>	3 delegates
<u>Austria</u>	1 delegate U.D.S.
<u>Britain</u>	5 delegates
<u>China</u>	4 delegates
<u>Czechoslovakia</u>	4 delegates
<u>Denmark</u>	2 delegates
<u>Ecuador</u>	1 delegate.
<u>Finland</u>	2 delegates
<u>France</u>	5 delegates.
<u>Greece</u>	1 delegate EPON
<u>Hungary</u>	3 delegates.
<u>Indonesia</u>	1 delegate.
<u>Italy</u>	4 delegates.
<u>Mongolia</u>	1 delegate.
<u>New Zealand</u>	2 delegates
<u>Morocco, Tunisia, and Algeria</u>	1 delegate.
<u>Poland</u>	4 delegates.
<u>Scotland</u>	3 delegates.
<u>Spain</u>	4 delegates.
<u>Sweden</u>	2 delegates
<u>Roumania</u>	4 delegates.
<u>USA</u>	2 delegates
<u>USSR</u>	5 delegates.
<u>East Germany</u>	1 delegate.
<u>West Indies</u>	1 delegate.
<u>Yugoslavia</u>	1 delegate

- 2 -

CHANGES OF ALLOCATION

In the case of India, there being a direct representation of AISE, it is entitled on the basis of 50,000 university students to 4 delegates.

In Bulgaria, the student population has been increased to such an extent that the delegation should have 4 places.

In both cases, the extra delegates' cards will be <sup>given</sup> after the membership discussion. In the case of Bulgaria, dependent upon arrival of the delegation.

Requests to affiliate.

Many organisations which were not represented at Council are desirous and must be formally approached

The following delegations are or will be and will receive their votes after the membership discussion.

North Korea  
Irak

Special decisions needed:

The Credentials Committee proposes to accord to the Federation des Etudiants Belges 3 delegates by a special decision of the Council.

The case of the NFCUS has also to be reported to Council. Credentials Committee has to present also certain remarks after discussion with Spanish students, representatives of French overseas, and one French High school organisation.

Observers Cards given as follows

Austria	3	Lebanon	2.
Belgium	5 temporarily.	Norway.	3
China	1	Poland	1.
Britain	4	Roumania	1
Czechoslovakia	4	Sweden	1st
Denmark	2	Switzerland	5
France	2	Syria	2
Holland	4	Spain	2
Irak	2 temporarily	Venezuela	2
Israel	1	Viet Nam	2
India	2	Canada	2

These are the numbers who have registered.

WFDY, The WFDY has three fraternal delegates and three observers.

There are ~~Approved For Release 2001/11/21 : CIA-RDP80-00926A000900010002-1~~ nine other organisations

- 3 -

Thus there is a legal quorum of properly accredited delegates from member organisations which are already entitled to representation at IUS Council. The full credentials committee report and full details concerning the conversations with different delegations and the proposed decisions will be given together with the membership report. As has been pointed out before, the credentials committee has made sure that in every case where there has been some problem in deciding whether to accord delegates cards or not, one or more members of a delegation have been given observer status with the right to speak. Thus no-one is penalised by the evidently desirable procedure of making a good credentials committee report to the Council in relation to the question to which it is intimately related- membership.

## FINAL REPORT OF THE CREDENTIALS COMMITTEE OF THE IUS COUNCIL MEETING

Paris, 1948

MEMBERS OF THE CREDENTIALS COMMITTEE

Mr. A. Madden Chairman  
 Miss C. Brickman Secretary -  
 Miss V. Bakaya -India  
 Mr. M. Pesljak -USSR  
 Mr. T. Lorincz -Hungary  
 Mr. A. Acebes  
 or Mr. L. Azcarate -Spain  
 Mr. P. Bouchet -France.

RETURN TO ORIGIN

/NOTE The Credentials Committee reached all its decisions unanimously. It wishes to thank all delegations for making its task as easy as possible, and for the friendly spirit of co-operation shown in this important work.

The new system of presenting the full credentials report together with the membership report has proved to be very good and satisfies the demands of the last Council meeting that all new affiliations should be more closely investigated.

INVITATIONS TO COUNCIL

The following were invited;

1. all member organisations
2. all organisations requesting affiliation.
3. all organisations which had not yet had a chance to learn about the work of the IUS and consider affiliation or means of co-operation.
4. representatives of UNESCO, WSR, WFUNA, WUJS
5. FDY -three fraternal delegates according to the 1947 agreement adopted by the last Council.
6. all student organisations which requested to send observers were permitted to do so.

WORK OF THE CREDENTIALS COMMITTEE

The tasks of the CC this session were to issue and control delegate, observer and guest cards, to receive the credentials for representatives, to consider new affiliations according to the governing clauses of the Constitution. The CC also approved and established the existence of the necessary quorum; it drew up a statute regarding observers for the Standing Orders.

le  
 It dealt with all delegation disputes and requests. It had the task to ensure the representative character of the meeting and to enable new organisations to approach the IUS more closely.

In dealing with observers, the CC had to take into account the necc-

ity to give the maximum opportunity to delegates and thus had to impose certain limitations upon the numbers of observers. In the case of every delegation, fewer observers were admitted than the number of delegates accredited.

At the same time, the great number of organisations desirous of sending representatives to our meeting showed clearly the interest which the students have in the IUS and that it is truly the central organisation of the students of the world.

### PARTICIPATION IN COUNCIL

**ALBANIA** Member organisation since Congress,  
6,000 students.

One delegate and one observer accredited. Unable to attend because refuse French entry visa until too late.

**ARGENTINE** University federation. Non member.  
25,000 students

Three observers invited, unable to attend. See affiliations.

**AUSTRALIA** National Union of Australian University Students.  
Member organisation

26,500 students

Three delegates accredited.

Sydney Technical College

Member organisation

1,000 students

Not organised in the NUAUS.

One delegate accredited.

Three delegates attended altogether.

**AUSTRIA** Hochschuleschaft

Non member organisations

Three observers accredited. See Affiliations.

Union of Democratic Students

Member organisation

One delegate accredited.

One delegate and three observers present.

**BELGIUM** Federation des Etudiants De Beligiques, signed the Constitution at Congress.

19,000 students.

Five observers accredited.

National Federation of Architectural Students.

Member organisation.

One delegate accredited.

Five observers present. See special decision.

**BRAZIL**

National Union

Member organisation

... delegates accredited. Unable to attend.

BRITAIN NUS Member organisations. 80,000 students.  
Five delegates and four observers accredited.  
All delegates and observers present.

BULGARIA NUS Member organisation.  
35,000 students  
Four delegates accredited  
All delegates present.

BURMA All Burma Students Union.  
Member organisation  
One delegate and two observers accredited

All prevented from attending.  
70,000 students represented including middle school student

CANADA National Federation of Canadian University Students  
Non member organisation  
75,000 students  
Five observers accredited.  
Applying for affiliation.  
Five observers present

CEYLON Ceylon Students Congress  
Non member organisation  
One observer accredited.  
Desirous of affiliating.

CHILE Student Federation  
Non member  
Observers invited

CHINA National Student Federation. Member organisation  
500,000 students  
Four delegates accredited and one observer.

Student Union Liberated Areas  
Member organisation  
Two delegates accredited  
Four delegates and one observer present

COLOMBIA Students Federation  
Non member organisation  
Observers invited.

CUBA Students Federation  
Member organisation  
16,000 students  
Two delegates appointed and accredited. Both unable  
to arrive.

CZECHOSLOV-

VAKIA National Union  
Member organisation  
40,800 students

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All present

- 5 -

DENMARK NUS Member organisation  
12,500 students  
Two delegates and two observers accredited.  
All present.

ECUADOR Student Federation  
Member organisation  
4,000 students.  
One delegate accredited and present

EGYPT League of Egyptian Students, and Marxist student organisation.  
Member organisations  
Nubian NUS requesting affiliation.

FINLAND One delegate accredited  
NUS Member organisation  
14,000 students  
Two delegates and two observers accredited. Two delegates present

FRANCE NUS member organisation  
75,000 students  
Five delegates and four observers accredited and present  
one delegate representing directly France d'outre mer.

GREECE EPON Member organisation  
One delegate and observer accredited and present.

GUATEMALA Student Association member organisation  
Contact lost with previous leaders.  
Present leaders desirous of ratifying affiliation.

HOLLAND Other student organisations desirous of affiliation.  
No member organisation  
Four observers accredited and present.  
Two from NUS, two from individual organisations:

HUNGARY MEFESZ member organisation.  
25,000 students.  
Three delegates and three observers accredited.  
Three delegates and two observers present.

INDIA All India Students Federation member organisation  
100,000 students, of which there are 50,000 University students.  
Four delegates and one observer accredited and present.  
/See note later.

IRAN Democratic Students member organisations  
one delegate accredited and present.

INDONESIA NUS member organisation.  
2,500 students  
One delegate and one observer accredited. Original delegate prevented from coming by visa problems.

IRAQ One delegate present.  
NUS non member organisation applying to affiliate  
10,000 students. Two observers accredited and present  
Awaiting acceptance of affiliation.

IRELAND Trinity College Dublin Non member organisation  
one observer accredited but unable to attend.



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ITALY Co-ordinating Committee for National Union, previous co-ordinating Committee  
Four delegates and one observer accredited and present.

KOREA Student Section, Democratic Youth League non member  
Requesting affiliation  
one observer accredited but unable to attend through visa problems.

MALAYA Two college Unions of middle school students association  
invited to send observers. Unable to do so because of present situation

MEXICO Preparatory Committee for National Union, previous co-ordinating Committee  
Six delegates and observers appointed and accredited. Unable to arrive.

MONACO National Committee. Member organisations  
One delegate accredited and appointed but not present alone

MONGOLIA NUS Member organisation  
8,000 students. Two delegates appointed and accredited  
One delegate present.

MOROCCO, TUNISIA, ALGERIA North African students Association in France member  
One delegate accredited and present

NEW ZEALAND University Students Association member  
10,000 students  
Two delegates accredited and present.

NORWAY NUS signed Constitution and did not ratify.  
Non affiliation.  
Three observers accredited and present.

PAKISTAN AIMSP member. Undergoing reorganisation. Two delegates  
accredited. Not present  
East Pakistan Students Federation non member applying for affiliation. 20,000 students. No one able to attend

PALESTINE Israel  
General Federation of Students member organisation  
1,000 student approximately  
One representative accredited as observer pending arrival of credentials, already announced by telegram from Tel Aviv.

PANAMA Student Federation member  
7 000 students  
One delegate accredited Not able to attend.

POLAND National Federation  
member organisation 50,000 students  
Four delegates and one observer accredited and present.

PUERTO RICO Student Federation member organisation. No response

ROMANIA National Union member organisation  
Four delegates and two observers accredited.  
Four delegates and one observer present.

SCOTLAND Member organisation Scottish Students Union 20,000 students.  
Three delegates accredited and present.

SIAM Non member. Interested in affiliation.  
Observers invited - unable to come

SPAIN UFEH member organization  
Four delegates accredited. Three delegates present and one observer.

SUDAN Students Association. member  
Unable to send representatives

SWEDEN NUS Member organisation  
Two delegates and one observer accredited and present.

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TRIESTE Federation of Students member  
5,000 students  
One delegate and one observer accredited and appointed but  
unable to attend Council as did not receive their visas.

Union of  
SOUTH AFRICA NUS member organisation  
One delegate and one observer accredited and unable to att

USA AIMS; AYD member organisations /end -no more  
One delegate each.

USSR AESYC Student Section member organisation  
640,000 students  
Six delegates accredited and present.

VENUE UELA Student organisations coordinating to join IUS at next  
Congress. Two observers accredited and present.

VIET NAM General Association member  
2,500 students One delegate direct from Viet Nam  
prevented from coming by visa problems  
One alternative delegate and two observers present.

WEST INDIES Students Union member  
One delegate accredited and present

YUGOSLAVIA NUS member  
35,000 students  
four delegates appointed and accredited.  
Three delegates, the fourth being detained by visa diff  
iculties.

There are, in addition, eight observers from the United States,  
from the NSA; NICC, AIMS, AYD and Unitarian Youth.

From France, students were invited from all the confessional, religious and independent students organisations on the national level.  
Two observers were present from Lebanon and two from Syria.  
The Association of Turkish Students in France sent an observer.

The student organisation in West Africa mandated a student observer.

WFUNA  
Guests were present from the WUJS, /World Student Federalists, individual colleges in the United States, from the Canadian SCM and progressive student movements, from the Canadian ISS, and the student of the Cité Universitaire.

Associations of the students of Madagascar and Guadeloup also sent representatives.

The WSR sent a staff representative.

The WFDY sent its Secretary and leading representatives to all meetings.

The Minister of National Education was also represented  
to the French Government

- 6 -

INCREASES IN REPRESENTATION

In Bulgaria, the number of students has increased since last year, and the NUS is therefore entitled to four delegates from three.

In India, the AISE is our sole member organisation and the system of equal representation of the three main student organisations no longer applies since the formation of Pakistan, and since the AISC has shown that it has no intention of joining. AISE must be accorded its due number of delegates according to the organised number of university students.

MIDDLE SCHOOL STUDENTS

The IUS Constitution already provides for the participation of these students in IUS activities whenever they are organised in the same body as University students. The South East Asia Conference has already called for their inclusion in the IUS, a matter of the greatest importance when it is considered that in many colonial countries the strongest student movement is that of the middle schools since there may be few or no University in the country, and the work of the middle school students is directly considerably towards the demand for the establishment of a University.

Insofar as the IUS exists to increase University education, it clearly not be content to have members only in those towns and countries where Universities already exist. The Council should give responsibility to the Executive Committee and Secretariat to work out an equitable system of representation for joint organisations and organisations of middle school students alone.

AFFILIATIONS DURING THE YEAR

In Argentina, Guatemala, and Venezuela, national organisations are desirous of affiliating to the IUS or are forming national means of coordination for this purpose. The IUS representative to Latin America can recommend these organisations to the Council. The CC recommends that the Council give the power to the Executive Committee to accept the affiliations of these organisations as soon as their national congresses have decided upon them.

The Committee recommends the East Pakistan Students Federation, and the student section of the Youth League in N. Korea. The National Union of Nubian students which has requested affiliation will co-ordinating with our existing member organisations.

In the case of Ceylon, Siam and the Protestant Universities, it is recommended also that expected requests for affiliation be accepted, by the Executive Committee subject to the ratification of Council.

In the case of the National Union of Students of Iraq, represented at this meeting, the CC recommends immediate acceptance of affiliation and that delegates be granted immediately by the Council;

first Congress where its delegates helped to elaborate the Constitution and signed it in expression of their approval at that time. Last year they took their three places on the Council as voting delegates and promised to decide about ratification immediately after Council particularly after the clarification of the Constitution had apparently satisfied the delegation.

It was understood by the CC after considerable discussion that the FEB had not ratified its original decision during the past year partly on account of internal organisational problems. Note was also taken of the fact that many students had worked inside the organisation for the IUS and that in particular, the students of Brussels had maintained contact with the Secretariat, and carried out activities of importance to the international student movement such as the conference on colonial problems while they and other student organisations had developed a good programme relating to student economic needs. It was evident that the attitude of the FEB towards membership in the IUS was not clear.

Therefore, the CC decided to recommend to the Council a special decision in this case;

1. From the time when the Council agrees to this recommendation, to give to the FEB representatives the right to occupy the three places as delegates on Council open to them since the Congress.
2. To give to the FEB until January 1st, 1949 to make clear its intention with regard to membership of the IUS.
3. If by that time, no positive has been received, and there is no decision to ratify the original signature, it shall be taken that the FEB does not affiliate to the IUS. Thus a negative decision or absence of a decision will act in the sense simply of a non affiliation.

The CC unanimously recommends this decision to the Council and points out that Constitutionally the FEB is not a member organisation of the IUS, nor should this recommendation be taken to suggest that the opposite is the case.

CANADA The CC had two meetings with representatives of the NFCUS delegation.

On the first occasion, the CC met with the leader of the delegation and attempted to clarify with him the attitude of the NFCUS towards affiliation and the meaning of the decision of the last Conference of NFCUS on this subject.

The CC pointed out that in order to affiliate, student organisations must be willing to accept and abide by the Constitution as is specifically stated in the Constitution itself.

The CC drew attention to the fact that the original declaration of the Conference in proposing affiliation expressed reserves with regard to the aims and thus to the Constitution of the IUS. A conditional affiliation for a period of two years was proposed subject to the obtaining of certain principle changes in the IUS during this period. The CC endeavoured to establish whether these were

demands presented as conditions to the IUS Council,

The CC also pointed out that a statement of leaders of the three French Canadian Universities indicates that their attitude was to accept the principle of affiliation while at the same time; they expressed themselves as unwilling to accept the IUS Constitution.

It was expressed to the CC by the leader of the delegation that as he had the right and authority to sign the Constitution and thus to affiliate his organisation to the IUS. It was pointed out that signature of the Constitution was a mere technicality except for those organisations at the first Congress who had helped to elaborate the Constitution.

The CC did not feel itself justified in accepting that it was correct to consider the original motion as being a request to affiliate without conditions. It further emerged during the discussion that a two thirds vote of University organisations was necessary to ratify the first Conference decision. This two thirds majority was later obtained on a basis which itself seemed to establish further provisos and limitations. The document which obtained a two thirds majority of student leaders stated clearly that the delegation must obtain a vote against the Secretariat regarding the February events in Czechoslovakia, and that at this very Council, certain agreements on principle with regard to points of the IUS Constitution must be obtained. Otherwise the NFCSU was pledged to immediate withdrawal from the IUS. Thus in certain circumstances, it was seen that the acceptance of affiliation and indeed even the demand to affiliate might refer to the period of this Council meeting only and that this proposition had more the character of an ultimatum than of a request to affiliate.

Knowledge of the leading role of Canadian representatives in the calling of the Brussels meeting reinforced the opinion that the request for affiliation carried provisos both with regard to the Constitution and to the period of participation, that is, the two weeks of this Council.

In discussion the CC was unable to ascertain to which clauses of the Constitution the conditions referred or even what it was in the spirit of the Constitution that the French Canadian student leaders, for example, refused to accept.

Thus the CC reached the following unanimously.

Principles:

1. The CC considers that in order to affiliate to IUS and become a member organisation, a national union must be willing and able on behalf of the students to sign and accept the Constitution without reservations and conditions.
2. The CC considers that whereas national delegations will naturally receive the instructions, they should have a certain liberty concerning the IUS programme and that they cannot cooperate on the basis of ultimatums.
3. The CC considers that an NUS has no right to affiliate its student members if there is not a clear intention to lead the students in activity for the IUS.

Decisions:

The CC is therefore of the opinion that since/

1. There have been several changes of attitude by the leaders of NFCUS since the original vote; and there have been several different interpretations of its meaning,
2. The intention with regard to participation is limited by certain provisos to the immediate period of the Council.
3. The NFCUS presents conditions of affiliation and demands changes in the spirit of the Constitution
4. From a study of their approach to the IUS it is clear that co-operation is not a important and vital aim for certain representatives
5. The basis of a request for affiliation is one of expectation rather than of active participation.

It cannot recommend to accept this as an affiliation although the head of the delegation states his willingness to sign the Constitution.

Therefore, the CC recommends to Council, in the case of NFCUS:

1. That on the present basis, the request cannot be construed as a clear request for affiliation.
2. In order that the representatives of NFCUS may be able to participate freely in Council, four observer cards be immediately granted to the delegation.

The CC asks the delegation to stay at Council in the spirit of co-operation and to take the opportunity to learn thoroughly about the work of the IUS. We invite it to participate actively in all sessions and debates. We request the delegation to carry back a fair report to the students of Canada and to place the question of affiliation before them again.

Finally, the CC calls upon Canadian students to come into the IUS and to decide this finally and in clear terms according to IUS Constitution at the National Convention in the Winter.

The CC feels that this decision is truly based upon the IUS Constitution and the CC is not empowered to consider or discuss relationships with the NFCUS or Canadian students apart from the question relating to affiliation. Nevertheless, all members are very hopeful for good future relations.

After this first visit the CC received a letter from the head of the delegation which is appended as document No 1. Wishing to give a fair consideration to the matter, the CC invited the whole Canadian delegation at a further meeting.

Here it was expressed by different members of the delegation that

1. The declaration of the French Canadian University leaders since they accepted the principle of affiliation and did not repudiate the Constitution.
2. The delegation was instructed to accept the Constitution and join the IUS. A special commission during the National Convention informed its presidium that the IUS Constitution was acceptable.

4. The NECUS and in particular certain representatives have shown their good will to IUS by personally paying all expenses to come to Council both last year and this, and by sending a representative to the S.E.A. Conference and thus improving contact with IUS members.
5. All stated that they had a fundamental desire for cooperation with student representatives of the whole world, this being the reason for their presence at this Council.
6. In the name of the NECUS, the delegation had full authority to accept the Constitution.

In reply to questions, the delegation finally stated unanimously, that "we can interpret and clarify the basic document of affiliation in the sense that any conditions mentioned are purely for internal reference and in no sense conditions laid before the IUS with regard to the affiliation or reserves with regard to Constitution."

The whole delegation took responsibility for the totality of the reply.

A letter of this effect was signed by the delegation and handed to the Credentials Committee. It is appended as document number 3.

The CC was unanimously agreed that the terms of this letter should in any case be referred to Canadian students at their Conference so that they might finally pronounce themselves in favour of the interpretation given.

Concerning the question of affiliation, the CC was not unanimous on the recommendation which it should make to the Council with regard to considering this as the basis for affiliation or not. The CC therefore decided that it should leave the whole matter before the Council without making either a positive or a negative recommendation.

SPAIN The group of students who visited the Council last year claiming representation, made approaches to the CC. The CC considered the decision of last year and found that these students had done nothing to contact the IUS until this meeting and had not responded to any of the efforts to achieve complete between all anti-franquist students in France. After considerable discussion, and before the whole Credentials Committee the group promised that in spite of the fact that they had done nothing for unity in the last year, they would do their best in future, particularly after the Council. After this first discussion, they declared themselves satisfied and made no other requests. They returned after sending a new letter claiming unique representation in IUS.

After further lengthy discussions, the CC recommended to them and to all Spanish students who love the tradition of Republic Spain:

1. To seek unity in the form that they will decide among themselves.
2. To establish direct contact with the IUS throughout the year.



The CC pointed out that when the group in question proved that they were in reality ready faithfully to observe the principles and aims of IUS and participate in its activity then the IUS might reconsider the question and take decision to accept the group into IUS.

On both occasions, after considerable discussion the different representatives had to admit that they were not by any means a unique organisation in the interior as they had claimed at first.

BASQUE Since the Coordinating of the FUE Basques and the EI, was not established for IUS representation as decided by the last Council The CC wrote letters to the two organisations requesting them to appoint a common representative in the meantime and in the mean time and did not issue any council card for the place reserved for Basque students.

AUSTRIA The CC received from the Hochschuleschaft a request for affiliation on the condition of being recognised as a national union according to the IUS Constitution. Having heard the representatives of this organisation and received the evidence of the IUS Commission of Vienna, the CC decided unanimously to recommend to the Council that this condition could not be accepted since the Hochschuleschaft has not the character of an independent student organisation.

FRANCE The students of certain schools not organised in the French NUS and having a section in the CGT applied for affiliation to the IUS and after discussions with the French NUS representatives were accorded a place among the NUS observers and will initiate a cooperation in the future.

#### CONCLUSIONS

The CC recommends the approval of the full of delegates, observers and guests and of the recommendations in the latter part of the report for adoption by the plenary session of the IUS Council.



## MEMBERSHIP REPORT TO THE IUS COUNCIL 1948

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### Section I. Introduction

#### a) Basic principles

The problem of membership is the problem of international students unity in the present situation seen from an organisational point of view. Thus the membership report is not simply a technical report but one of the main policy reports to Council. All member organisations are united by the fact that they accept the common principles established in the Constitution and a common programme of activities for the defence of their mutual interests.

The IUS is the central organisation of the international student movement, its member organisations are the component parts of this movement existing and advancing its work on a national level. It is necessary to stress that in any particular situation IUS work for the students of a certain country can only advance according to the rate of progress achieved by its supporters in that country. Further the programme of the IUS and its members is based upon and must be directed more and more towards the totality of students in each country involving them in an activity important for the defence of their interests and thus bringing them close to the democratic student movement of their country and to the international democratic movement.

We must at all times develop the feeling in each student that he is the constituent of IUS, that it is for him that the IUS and its member organisations are working.

There are certain features which distinguish IUS member organisations from student organisations of all kinds. They are prepared to work together in a world-wide cooperation on the basis of the IUS Constitution and in a spirit of complete equality and sincerity. There is no place in the IUS for organisations which do not themselves develop a real work for the students or which play a lip-service only to the principles of IUS. There is no place for those who wish to control sections of the student movement and direct them to their own ends. There is no place for those who wish to create a basis of opposition within the IUS in order to turn it aside from the principle laid down by the most representative international student meeting ever held, the World Student Congress of 1946. Yet there is always a place in the IUS for all honest opinions and for criticism, but not for activity of a disruptive or disloyal character.

Some of those who wish to modify activities of the IUS may be sincerely in agreement on all important matters of principle, but are confused about the basis of the IUS programme and the reasons why this programme exists. Others are directly the enemies of the international students movement and of the students of their own country. Wherever the state of development of a student organisation is such that some students do not immediately understand the full scope of the IUS work a great effort must be made to explain the character of the international student movement, its level of development today and realities of the situation which it has to face. This is basic to understand the work of IUS. It will readily be recognised by all Council representatives that the IUS does not exist separately and in isolation from the student movement of the different parts of the world. On all occasion the opinions of all members have received a fair hearing and at deliberative meetings all decisions have been taken by an enormous majority according to the understanding of different problems achieved by the representatives present. It is this which guarantees the permanent character of the IUS and its aims in the student world. It is this which confirms that the IUS cannot be changed artificially and its policies set aside. This would be to attack the level of consciousness of the international student movement itself which provided a secure foundation for the creation of IUS and which has continued to develop as a result of the work of our Union.

Thus there is no place in the IUS for ultimatums of a unilateral character or for attacks on the unity of students in all parts of the world. The IUS is a united organisation based upon a single set principles and not a loose coalition of different or opposite points of view. The IUS is not an organisation which like the chameleon takes on in different situations the colour of its surroundings. The IUS is not a forum of opinion only but a policy making organisation. Students should not come to the IUS simply as a means for bilateral contacts and exchanges between themselves and any other student group. The IUS has been and remains an organisation for the students of the whole world and should be respected as such. It is at once an expression of their will for cooperation and their leading organisation, assisting them by its awareness of conditions of all parts of the world to advance their common interest and meet all common threats. This implies that the policy of IUS is made in respect of all students and all countries.

In relation to all of these points it will be understood that the activity of member organisations in their own countries is of the foremost significance to the IUS. In addition to this the IUS gives great importance to the relation of this activity to the great international problems of the present day as they affect the students, to the independence of the student movement concerned from all reactionary external pressures and control and to the care which the

Membership report

- 3 -

organisation gives to the task of creating a true student unity on the national level. These criteria provide an excellent standard of judgement of all student organisations in relation to the membership report.

b) Progress of the IUS

The main decisions of the last Council referred to the need for greater activity by the Executive Committee members and member organisations ; the establishment of better contact between the Secretariat and the member organisations ; the development of national student unity ; and the investigation of the basis of membership through commissions , inquiries etc.

On the part of the Secretariat there was an insufficient activity in this respect until recent month, particularly with regard to contact and close acquaintance with the situation of student organisations in different countries.

Because of these weaknesses , the last Executive Committee Meeting decided to establish a Membership Commission in the Secretariat to improve this aspect of the work. Already better contact and a closer acquaintance with the membership situation has been achieved as a result.

Many Executive Committee members have carried out their duty in their own country with great energy. The IUS Council has to thank Zeron Wroblewski for his excellent work for the unification of the Polish student movement. His contact with the Secretariat has been excellent and he has sent frequent reports on the development of his tasks. We have to thank Gamiz for his work for the preparation of the Students Leaders Conference for the unification of the students movement in his country and his constant and close contact with the Secretariat. We have to thank Gamal Ghali and Gouthan Chattopadhyay for their work in their own country under terribly difficult conditions. Finally we have to congratulate John Redrup on the development of IUS work in the Pacific and recognize his great contribution to IUS which resulted in the re-affiliation of the Australian NNS.

Yet the most important work of the Executive Committee and the Secretariat has been the work to involve member organisations in greater activity and to bring nonx-members closer to the IUS by participating in practical activity. All of this helps to establish a greater unity and cohesion of the international student movement.

This second year of work has seen a greater participation of member organisations in the campaigns and activities of the IUS, International Students Week : has already been stressed many times.

Membership report  
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- 4 -

It showed strength and influence which the IUS already has when its member organisations undertake a common action.

The work of the IUS helped the student organisations. To the South East Asia Conference there came an important delegation of Chinese students prepared to play an important and leading role in the international student movements. The blockade between them and other students was broken here and by the visit of Carmel Brickman to their Universities. Interest in international cooperation has often been an important factor in leading the students to cooperate closely on a national level. Thus student unity is built because students wish to work as a single, national-group within the IUS. This is particularly in Poland.

Even where direct involvement in activity has not yet been practicable there has been a great improvement of contact. Thus in South Africa our member organisation has been more closely in touch with the Secretariat and we have learnt of its important projects for Brigades against Illiteracy among the non-European population and Research Brigades sent to the native settlements. Thus in all parts of the world students are practically carrying out the principles of IUS. A letter written before the Council by the South African NUS stresses the importance of belonging to the IUS even when an organisation cannot participate in all of its activities. It states that disruption is a great crime and that the students concern will remain in the IUS and regret very much their absence from Council. In Siam the IUS campaign about the Chinese schools and the visit of our delegate helped to clarify the student movement concerning its own tasks and to encourage a more confident activity.

The Students of Iceland, of the Protestant University of Ireland, the Students of the Philippines represented at the South East Asia Conference, the Students of Colombia, San Salvador and San Domingo, non-member organisations attending the Latin American Conference have shown their desire to develop contacts and participate in the work of IUS.

In Belgium, the General Association of Students of Brussels held a Conference on Colonial problems and turned to the Colonial Bureau for their preparatory material. In Switzerland many students in Geneva maintained contact and received visits of Secretariat representatives.

In Latin America the visit of Mr. Acebez similarly strengthened contact and the desire for cooperation. All of the previous member organisations are cooperating very closely and representatives

Membership report  
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- 5 -

from Ecuador and Venezuela have been sent to the Secretariat.

In South East Asia the same improvement of contacts is notable and evidence of this is the arrival of a student direct from the war zone of Viet Nam to work with our staff in Prague.

Representatives are similarly being sent from both member organisations in China.

In Poland and Mexico the development of student unity increases under the stimulus of IUS. In Poland it is expected that the within the coming year total unification will be achieved and a National Union of Students will be established.

It is well to mention the work of some of the smallest member organisations: The University Federation of Trieste made a relief campaign and sent 200 kilogrammes of medicine and antiseptics to Egypt. In Egypt itself student members gave great service during the cholera epidemic by establishing medical centers in the villages with the support of IUS relief. They resisted the anti-semitic propaganda of the Muslim Brothers during the war in Palestine. In Monaco the students had an excellent programme for International Students Day. In Austria, the Union of Democratic Students defended the students interests throughout the year and developed a much greater programme of students activities and publicity for the IUS.

Thus in every part of the world student unity has continued to grow around the IUS and the democratic student organisations.

When the students in Mexico collected food for Spanish refugees, when the students who were unwittingly supporting a Conference at Lima to divide Latin American Students from the international student movement followed the advice of the IUS Secretariat, withdrew their participation and supported the IUS Conference in Mexico, when the students of the AISF organised the South East Asia Conference and member organisations supported them with donations, messages and by sending representatives; when the students of New Zealand made great efforts to provide financial support for IUS work, they were demonstrating aspects of the growing unity of the international student movement arising out of the work of IUS.

The experience of the year show that even in countries where the NUS is officially not in contact with the IUS, the average student can be greatly interested in our work if he is given the opportunity to learn about it.

Membership report

- 6 -

Non-member organisations in all parts of the world were invited to participate in IUS activities. Students from Switzerland, Holland, Belgium and Norway were invited to the Clinical Conference in London. All of this was done according to the importance which the Executive Committee gave to the need to involve all students in the work of the IUS. It is clearly a matter of importance to the IUS whenever students in any part of the world undertake actions on behalf of IUS principles and can be brought to participate in IUS activity. For this helps the international student movement to become more active more conscious and more united.

c) A world organisation

The IUS has always been prepared to work with every student organisation which came with sincerity seeking a world-wide cooperation.

1) If this fact could be at all questioned or put in doubt, it is more than amply justified by the presence at this Council of observers from many organisations which have never clarified their intention with regard to the IUS. It can be proved by the constant efforts of the Congress and the Council to resolve difficult problems of membership in accordance with the wishes of the students of the countries concerned.

The last Council attempted to solve the problem of Austrian membership in a way conducive to the further development of students unity and of a democratic national student organisation in Austria. The same meeting elaborated a clarification of the Constitution because it was felt that by making clear on certain points the intention of this document, students in a few countries would be assisted to join in the activities of our movement. At the Congress every effort was made to open the possibility of membership to the all Indian Students Congress on the basis of equal representation. At the last Council organisations which had not ratified Constitution or paid their dues were allowed to retain places on the Council and exercise the right to vote. The IUS always sought the closest cooperation with non-member organisations, attempting to bring them into the international student community. Many activities of the IUS have been open to them, the games, departmental meetings and faculty conferences. Exceptions have only been made in the case of student organisations which have taken positive decisions or actions against the IUS and the international student movement.



The best proof of the world-wide aspect of the IUS is its policy. This has a world-wide application and importance and daily becomes more clear and more mature. The IUS is working for the interests of students in all parts of the world, defending them against all threats and leading them in a sincere cooperation.

Thus the IUS has always been a broad organisation open to all students and it will remain so. In this respect we can be aware of certain weaknesses in the membership of IUS which it is our duty to remedy. The Executive Committee and other governing bodies should continue to take all necessary steps towards the development of a further contact with students and countries where contacts are still limited. In this sense, our work and representation will continue to grow in continuity with previous policy.

#### d) Summary

The past year has seen a great growth of the IUS in all spheres and not least in membership and the consolidation of a true international student unity. The IUS concerned with the total student population of each country, cannot measure its success in membership simply on the basis of affiliation and verbal promises of support. The strength and unity of the membership can only be judged in relation to the increased maturity of our organisation, its increasing capacity for work in all spheres, and its growing ability to resolve all outstanding problems. Nevertheless in all spheres, including that of new affiliations the past year has shown a record of success justifying great confidence in the future.

Similarly the past year has shown that in relation to the increasing menaces of war, there is an ever-stronger attack against the unity of democratic organisations such as our own and that these attacks must be more strongly repelled. All the enemies of student unity whether inside the student movement or outside it must be exposed, and the IUS must take great care to prevent a partial success of these elements in cases where a spirit of confusion or misunderstanding may persist among students because of the difficulties of the IUS in contacting them directly and making its point of view known to them. In a certain sense it is a tribute to the great importance of our organisation to the cause of world peace and understanding among the nations that it should be a subject of such attacks.

In this report we are concerned with the problems of student organisations and with the methods of work which will help us to overcome all difficulties in regard to the task of building unity and repelling all attacks against it.

member's report

- 8 -

In this context it must be said immediately that the vast majority of member organisations have shown a great awareness and appreciation of the importance of unity to their own interest and have helped to maintain this unity for the sake of the international students movement and the IUS. This has been the best demonstration of the importance of the IUS to students in all parts of the world and of their great sense of responsibility towards an organisation which has the task of defending their interest.

## Section II. Building student unity

The strength and influence of a student organisation grows parallel with the number of students who actively support its work. The interests and needs of the students of any country which provide the basis for the work of their organisations are always common to all. Thus students who realize the importance of unity in defending their own interests do their utmost for an active unity in their own organisations.

Both the IUS and the national student movement develop together and assist each other to develop. In countries where the member organisations of the IUS is a strong one, the IUS is a significant force. Similarly a member organisation receiving the support of an international body with a world-wide membership becomes stronger for this reason.

The IUS must help its member organisations to grow. It can assist and help by giving them the benefit of international experiences or experiences of work in other countries. It can help the students to develop a more significant programme themselves by participating in IUS programme. It can help them to develop their contribution to the international student life. Member organisations must realize the constant and close link between national and international work. They have the task to promote student well-being on the national level and their participation in IUS activities is in fulfillment of the same task on a world-wide basis.

The IUS must help in the formation of active and democratic national student organisation and in this must keep in mind at all times that a real NUS must be an active living organisation not an administrative bureau or simply a forum for discussion. It must be independent and not simply the channel through which a bureaucracy controls the student movement. It must lead the students to achieve the satisfaction for their needs and must be prepared to fight for their rights. For such an organisation to be a vital and living one its leaders must be closely in contact with the mass of the students and willing to lead them in activity, not simply to undertake actions on their behalf. A NUS is not a good member organisation of IUS if its members only exercise their rights once a year at the time of election.



membership report

- 9 -

One of the main tasks of the student organisations is to encourage its members to participate actively in the life of the organisation.

This applies just as much to the IUS as to the national student organisations.

The student organisation should be independent of the governing bodies of the university ; it should cooperate with them unless they attack the students. In this case it must be prepared to fight. The leaders of the students will gain their support if they depend upon the democratic will of the students and report their activity, showing that they regard themselves as responsible to the students.

A NUS based on these principles will become an active representative organisation with the support of the majority of students. This may not necessarily happen rapidly and will not happen automatically and without effort simply by the creation of organisations which nominally include all students. Every member of the IUS must be aware of the great weaknesses in this respect in the student organisations of most parts of the world.

I should like to mention briefly three examples of different ways in which a greater student unity has been built, taking these examples from 3 countries where the democratic student movement is working in entirely different conditions.

In China, the fighting student movement has continued to grow on the basis of a policy which all the students have learnt from their own experience to support. Since last year, its membership has increased from 150,000 to 500,000 and its activity has grown correspondingly. Although its leadership must work in conditions of illegality the National Student Federation has been able to mobilise thousands of students in the Universities against the Civil War, against the Fascist attacks of the Government and the support of foreign imperialism for the war and the rebuilding of an aggressive Japan. It has been able to conduct mass relief activities to enable thousands of students to continue their studies and to produce a spirit of heroism in the whole student movement which enables the student to ignore the threats of the police and to regard their university centres as their own citadel where they are the masters. This could not have been done without a correct leadership, and a tremendous care for unity on the basis both of a correct policy and a policy which all of the students could understand and follow at the different stages of development. This means that the student leaders have remained in close contact with the growing consciousness of the whole Chinese student movement.

membership report#

-10 -

In Poland, an extremely interesting and successful work has been developed for the complete unification of the student movement. At the end of the war there was a complete lack of homogeneity between a large number of very diverse organisations none of which had a representative or syndical character. A detailed study of the organic approach to the building of the national student unity in Poland would well serve and assist every member organisation.

In England the NUS has achieved its chief successes directly because of its programme and the breadth of coverage of important students questions which has been achieved in building this programme. The education Bill submitted to the Youth Parliament, the past work for ex-service allowances and on the question of grants and fees, the participation with Trade Unions and Teachers organisation in the first National Conference on educational needs, growing support for IUS campaign and for the defense of students in other countries, the interest in cultural activities such the Drama Festival; all testify to the fact that a serious attempt is being made to view the students as a complete person in his proper social relationship both nationally and internationally.

A real students unity can only be built out of common experiences and activity in the defense of common interest.

Section III. The importance of activity, independence and unity to the Student Movement.

Having taken as our criteria these three factors let us apply them to some of the student organisations which remain outside the IUS and do not participate in its work in spite of the policy of the Executive Committee and Secretariat to encourage the maximum cooperation and participation in activities.

In Switzerland the NUS announced through the delegates at its last Council that it would not affiliate to IUS since conditions relating to the non-acceptance of certain constitutional clauses and to the official neutrality of the Swiss State as governing also the students were not recognized by the Council as being a justified request. The Council expressed the hope that the NUS would affiliate on a basis of equality with all member organisations. By no means all student organisations in Switzerland were in agreement with the NUS and some have expressed their disagreement.

The way in which Swiss students were informed of the work of IUS by their leaders can be judged by reading the official report of last year's Council delegation. Here are certain quotations;

- 11 -

a) With reference to IUS Games "Trouwat wished the Games to be chiefly a political propaganda action". This statement bears no relation to the real interest which the IUS has in the development of sport and physical education.

b) With reference to IUS campaigns. "The treatment of conditions in China, Palestine, Viet Nam, Indonesia led to world political themes which have no relation to student problem".

"The chief point of this first Council was directed to conditions in China, Palestine, Indonesia, India and Viet Nam, where student problems were not in the foreground, but the situation was judged from a decided party political point of view." Evidently the Swiss delegates did not understand that war inflation and oppression are very real student problems.

c) Again, from the International Bulletin of the NUS we find the following commentary on the Council: "The almost unlimited possibility on the subject of democratisation were fully exploited..... As a result real university question were either abandoned completely or treated superficially. In short, the anti-fascist IUS presented nearly the spectacle we should have expected from an international university organisation under fascism". It is rather strange to hear today that the democratisation of education is not a university problem. It is worth while to recall that the final resolution on this subject was adopted with enthusiasm by the whole Council.

The delegation complained of the lack of practical activity yet in its report did not devote any attention to the many activities discussed.

During the year students in Geneva went on strike for a university restaurant and organised a very successful protest against the war in Palestine. The NUS did not in the same way develop activities for the student living conditions at home or the threat to our student colleagues in other countries.

The Swiss NUS in asking the Council to respect the official neutrality of the country thus agree to exclude the NUS from support of certain principles accepted by all members showed a complete lack of an independence spirit in its work. At the same time it is clear that the real motive for this demand was simply a pretext for doing nothing.

In this country where social discrimination in education permits only 5% of students of working class origin to attend the university it is interesting to note that some of the student leaders expressedly do not desire a world-wide student cooperation. The recent Council meeting of the NUS on the 10th of June decided on a practical issue of sending students to work camps in Czechoslovakia upon a resolution excluding all further contact with students of countries where it was claimed that there was no freedom of science and speech. This was stated by one representative to whom the NUS would not even reply to letters from students in Hungary, Poland, and other countries. Such an attitude is no basis for international student cooperation since it is discriminatory and partisan.

In spite of such facts the IUS enabled Swiss medical students to participate in the London Clinical Conference. Yet the leaders of national organisation did not in response to this demonstrate any positive feeling towards the IUS. They attacked our organisation they maligned the basis of our campaign and never contacted the Secretariat until they applied to send observers to our Council meeting. Clearly they did this in the same spirit that motivated other organisations which at the last moment decided to attend the Council being more interested in affecting its deliberations than in contributing anything to the activities of the International students movement.

In Holland the NUS never joined the IUS or signed the Constitution. Although all students are members of this organisation it is not a real union with an active programme but a loose federation in which the right of veto of any small section which does not accept a majority proposition impedes all practical work for students interests.

In student life itself there is a great deal of traditionalism the senior students having privileges over the younger ones. On colonial issues some students have expressed to IUS representatives the opinion that colonisation is a very excellent thing for the colonial people and that a continued state of tutelage is essential for their development. This illustrates the kind of teaching which the students receive. A questionnaire received by the IUS during the last year regarding the establishment of a residential student college asks whether there should be different kinds of accommodation for the richer and poorer students.

In Holland, only 6 students in every thousand are of working class origin. Against this social discrimination the student organisation does nothing.

## membership report

-13-

Regarding the desire of this organisation for a world-wide cooperation it is interesting to note that it was the very first organisation to propose the establishment of a rival international student organisation in the early part of this year.

It is interesting to consider another case where the student organisations directly disaffiliated from the IUS. This is the case of the Irish students Association which disaffiliated in January of this year. In spite of unfavourable reports from Congress delegates the 1947 Council meeting of this Association overruled its leaders and decided to stay in IUS. Thus the students demonstrated that they wanted such an organisation. Their Executive however found a new method to attack the IUS and simply never put into practice the decision of the meeting, never publicised any IUS activity or provided participation in any activity. Thus the Irish students did not get any conception of the work of IUS from this organisation.

In Ireland, there is a great discrimination in education. The vast majority of students come only from wealthy families. There is an anti-scientific attitude in education. Recently a scientific text-book had to be changed because it showed photographs of higher apes who bore a close resemblance to human beings. The teaching of evolution theories is discouraged in catholic schools. In catholic medical schools priests are called in to give lectures against abortion and the use of anaesthetics during child birth. Thus the catholic church is largely responsible for an anti-scientific attitude in the schools.

The students welfare is very badly neglected. In Dublin this year several students have died quite alone without receiving any care: for authorities

At the beginning of this Academic year, in each of the 3 catholic colleges which constitute the majority, all students were instructed by their moral supervisors that in the elections for the local representative councils they must vote only for those who would oppose affiliation to the IUS. Thus the affiliation came about directly at the behest of the Catholic Church. Very clearly the students of Ireland did not taken an independent decision with regard to IUS. One might ask on whom should the question of membership of the IUS depend? Should it not be in the hands of the students to decide? and should not the IUS help students in such a country to resist such external pressures and work against the very real threats to their acquiring a scientific and modern education.

1.1.15 report

- 14 -

In Austria, relations between the Hochschulerschaft and the IUS have not been satisfactory, not because the IUS has been unwilling to cooperate with every section of Austrian students, but because it is not a free and independent student movement. It is controlled by one political group and is subject to the university and educational authorities. In fact the leadership of Hochschulerschaft recently elaborated a new project for a Constitution in which they specifically provided for control of the student representatives by the authorities.

A study of deplorable conditions of the Austrian students shows further that this organisation has ignored the need to defend the students against the attacks on their living conditions by the Austrian authorities, preferring to act as the screen between the students and the people responsible for their difficulties.

In Italy too, some student organisations do not support the IUS. Among these are the Goliardic students, a purely traditional organisation which indulges in ceremonies sometimes of an anti-social and destructive character and which is sometimes directed by fascist students members of the MSI. This organisation although it does not have a comprehensive activity for all student problems and does not express an organised ~~point~~ student point of view is nevertheless one of the three groups composing the Committee of 21 which is preparing statutes for a national union.

The next organisation on that Committee is the Catholic student Federation which has a dominant influence over the whole Committee since some of the Goliardic student leaders followed its policy. During the course of the year this group prevented the Committee from acting on behalf of the students in relation to the threats to increase the fees. This was because the minister of education belongs to Christian Democratic Party. All students were in agreement on this question and there were many university strikes, yet the organisation which is supposed to defend the students interests failed to do so.

The mentality of some of the leaders can be judged from the fact that the newspaper of the Interfaculty Association in Rome, while often attacking the IUS, also referred to the International Student Service as "a marxist-dominated organisation", because it gave relief to colonial students.

#### Summary

It should be pointed out that in every one of the countries concerned there are many students actively and sincerely working for IUS



- 15 -

principles and that in many of the countries the IUS has important member organisations.

From these examples however we see that in considering organisations outside the IUS it is important to examine the reasons for this very closely and this will be found to be in no way unfavourable to the IUS. Several of the organisations referred to have not developed any real activity in favour of their own students with regard to threats against their living standards. From the example of Ireland and Austria we can see the great importance of the independence of the student movement as a factor determining its attitude to the IUS. Finally we can see that those organisations which stay outside the IUS have often not a proper care for developing student unity on a national level. In Austria for example the basis of elections is such as to divide the students not to bring them together for common aims. In Holland a formal unity is built which has no reality for the students since no action is taken on important problems where a single member is in disagreement.

Organisations with real activity on a national level in the interest of their own students and with a sincere desire for a world-wide international cooperation have always come to the IUS and will continue to do so.

Thus, in order to grow and win the support of the students a national organisation must be characterised by a real activity, a true independence and a care for unity. In order to belong to the IUS it must desire a world-wide non-discriminatory cooperation.

In spite of the existence of such organisations it must be pointed out that the vast majority of members of IUS have laid stress on the above-mentioned principles and have participated more and more actively since the last Council. An additional proof of this is this very meeting was the discussion on the EC report and the sub-reports which demonstrated the increased participation in IUS activities.

#### SECTION IV. Work to strengthen membership of IUS

In certain countries and in certain parts of the world the IUS has to extend and to develop its work much more in the future.

In the continent of Africa despite the work of member organisations in Egypt and South Africa very much remains to be done. The students of British and French Colonial possession must be brought close to the IUS our organisation must contact through all channels the students of all these countries whether studying in their own schools or abroad. We must help them to develop a real student life to create democratic organisations and to further demands for a democratic educational system, the absence of which both in spirit and materially characterises

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the whole continent.

Similarly in Latin America and particularly in the countries of the south of Latin America the IUS must work very strongly for contact and active cooperation with the student organisations.

In Italy, the anti-student character of the leadership of some organisations has been demonstrated already.

The students who are already members of IUS consist of about 1/3 of those represented in the Committee of 21 and it is they who have during the year taken up all of the major issues when students interests were attacked. In these matters they were followed by all students who ignored the policies of the other groups.

However, the Coordinating Committee has existed too much simply on a national level in relation to the purposes of international representation in the IUS, a representation of those students who already actively support the principles of such an organisation as ours. The student members of this Committee must find a better basis for their work among the mass of Italian students both on the local University level and in all student organisations. They must organise in such a way that their efforts for the students are continual and not related only to specific issues arising from time to time such as the questions provoking the students strikes. They must produce an ever-growing movement among the Italian students in the defense of their own interests and as a constituent part of the international democratic student movement.

Thus, they must develop a programme of students demands and still further of student activities which they will constantly press for and keep before the students of the country. Coordination at the top of the existing national organisations must be replaced by work at the base among the mass of the students. This must be done through local university Committees which will act as centers of publicity for the programme and centers for the defense of the interests of the students and of the cultural heritage of the country which is so severely attacked by the prevailing conditions.

In the United States, certain student leaders and notably the leaders of the Catholic student organisations have attacked the IUS since its creation, particularly with the publication of the vicious and lying "Operation University". The chief author of this document was even chosen to visit the IUS Council as a member of the original negotiating team whereas as a former Council member of IUS, W. Wallace was rejected on the grounds that he had too many friends in IUS.



In the News Letter of one Catholic student organisation it was further demanded that every member of the negotiating team conform absolutely to the conditions proposed, a strange conception of the task of a group sent to negotiate.

Circles outside the student world have attempted to bring pressure on student leaders with regard to relationships to IUS. The Detroit economic club has attempted to deter the NSA from fulfilling its own programme in relation to students rights. College authorities who evidently have no conception of academic freedom have urged the student delegates to oppose affiliation with the IUS.

Thus those who from the beginning have acted in bad faith towards the international students community or who have exerted pressure from outside have been partly successful in making their point of view heard by the students in the IUS whereas Congress and Council representatives who were in a majority greatly in favour of the IUS have concentrated on the task of building a democratic student organisation without sufficiently resisting these pressures and attacks which have weakened the growing organisation itself. Nevertheless when the students have been able to be consulted by such representatives they have favoured co-operation with the IUS.

The N.S.A. was created with the constitution impelling it to fight on the question of student rights. Despite the increasing threat to civil liberties which is demonstrated in the Executive and other reports this Constitution has in the largest measure not been put into practice on these issues. The students have joined the organisation believing that it will defend their interests and its inactivity in this respect must be a cause of confusion among them.

Nevertheless work for the principles of the IUS is become more clear and evident. Last year Council representatives from the USA promised that they would take up the problems of Chinese students and pledged themselves to the support of the main resolutions on such problems as this and the main problem of peace. In spite of the fact that representative organisations have not taken up these issues many students themselves have joined the Committees for a democratic far-eastern policy and the students clubs for Wallace.

Student supporters of the IUS have established the Committee for International student cooperation as a publicity center for the IUS. Our member organisations and particularly the AIMS have worked very hard for the IUS throughout this year.

The great contribution of the representative organisation of Medical students has been of the utmost significance. It has faithfully supported our organisation at all times, it has developed a programme specifically related to the IUS programme for the democratisation of education has fought skilfully and well against racial and social dis-

crimination . It has prepared an excellent participation for IUS meetings such as the Clinical Conference has developed its own activity through participation in the activity of the IUS and has always responded to IUS requests for relief as well ~~xxx~~ as for other activities in support of students facing oppression.

The Council can be very thankful for this support which helps to make the work of IUS better known. At the same time we realize that the existence of the CISC does not ~~xxx~~ in itself provide the IUS with a mass membership and does not replace the need to contact wider groups of students and to interest the mass of American students in our work.

At this meeting we greet the presence of many American students observers and hope that the Council will result in the students of USA obtaining a greater understanding of the policy and significance of our organisation.

In India the IUS left open places on its Council for the All India Students Congress and at the last Council meeting called for unity among Indianx students in support of the IUS. The terroristic attacks by the leaders of this organisation upon the South East Asia Conference and their attempts to form a regional block of students can only have the effect of exposing their reactionary purposes to the student members of this organisation.

It is important to extend the work of IUS among the students and : : : we should therefore call upon the AISF to continue to develop its work for students unity not on the basis of organisational unity at the top but by work among the mass of students in all student organisations.

It is also important for the IUS to develop its work further among the students of Scandinavia: extending to them those facilities in which they are particularly interested and entering into direct contact with them in order to assist all who are working for the IUS in their task.

#### SECTION V Membership problems

It is now my duty to introduce those membership problems which must be discussed at this Council Meeting. In doing so it is necessary to point out that these are not purely organisational problems but are connected intimately with policy with all activities and practical work. Practically, the problems are concerned with actions of certain member organisations who have disaffiliated, or suspended membership

- 19 -

and with new affiliations or requests to affiliate.

In relation to this discussion we must against stress in this connection the increased activity of those who try to divide the student movement and point out that this is a world-wide problem arising not out of problems of understanding between democratic student representatives but much more as the direct result of the role of those who do not desire a world-wide cooperation and employ any pretext to render it impossible.

The remainder of the report deals with certain indications for future work in relation to the further improvement of the membership situation.

#### A) Suspensions and disaffiliations.

##### Ireland.

The disaffiliation in January of the Irish Student Association clearly cannot be acceptable to the members of this Council as a free expression of the opinion or interests of students in Ireland when the circumstances of this decision are considered.

The IUS should nevertheless realise that the present leadership of this organisation cannot in this sense be said to be responsible to students only and we should therefore seek other means to interest the students of Ireland in the work of IUS.

This may be done by direct contact with all existing organisations interested in cooperation and in particular by requesting the NUS in England and the SUS to give attention to this problem and to foster the work of IUS among these students. Participation in IUS activity should be extended to all student groups desirous of cooperating.

##### Danemark and Sweden

The NUS in Danemark has suspended its membership up to the time of Council and the Swedish NUS disaffiliated under the terms of the Constitution by which it remains a member organisation for 22 months.

These organisations declare the bases of this action to be related to the February events in Czechoslovakia and the actions of the Secretariat at that time.

membership report

- 20 -

Historically the basis of these decisions is different in one sense. The Swedish organisation declares itself to have dis-affiliated because the Secretariat gave recognition to the Action Committees. This arose because the Secretariat replied to a letter of the Action Committees and thanked them for their statement that there would be a continuity in the existence and basis of the representative student organisations. The Danish NUS declares that it cannot take co-responsibility for the inaction of the Secretariat in failing to condemn immediately the proposition to exclude students from some of the faculties and organisations. There seems to be no common ground as to the way in which the Secretariat is supposed to have erred at this time.

In February of this year during and after the period of the governmental crisis there were changes in the leadership of sections of the Czechoslovak NUS necessitated by the undemocratic role of certain student leaders.

So far as the IUS was concerned there arose on the occasion of the student demonstration and on certain other issues a proposition for immediate protest against all of these events and changes, the JS Deputy Vice-president being responsible for these propositions. The attitude of the Secretariat was that a thorough and careful investigation must be made and that there was in any case no basis for the suggestion of protest without such an investigation. This investigation has now been completed and the Secretariat is of the opinion that on all the issues examined there exists no basis for IUS protest.

The Executive Committee already pointed out in late January of this year that there was a defiance of IUS principle by some of the leaders of the Czechoslovak NUS. This related to the exclusion of foreign students from the university organisations, the only example of its kind in the membership of IUS, discrimination in residential hostels, attempts to divide the students from the youth and the failure to develop a real programme for the students of the country in regard to their economic and other problems and to the democratisation of education. Here, failure to observe the principles of IUS due to the role of certain student leaders brought the risk of a national problem of students' disunity.

At the same time the changes which terminated these conditions were a part of changes in the country as a whole related to the development within the government itself and in different circles of society/towards the post-war programme of developments approved by the whole people and having a validity for all parties and social organisations. /of an opposition/

- 21 -

For those who never supported the IUS or attacked from the beginning the February events in Czechoslovakia seems to be a golden opportunity to strike a blow at student unity and weaken the IUS. Nevertheless the existence of the IUS was the basis for a great success in refuting their propositions and maintaining the cooperation of students in all parts of the world. Despite the fact that some students who had never defended the rights of their colleagues suddenly became alight to a supposed threat of political persecution, despite the fact that sections of the press grossly misinformed and confused some students many organisations stressed the importance of IUS as the means of world wide student cooperation. The total effect of this has been to bring all IUS supporters to the present meeting, more resolved than even to solve all problems and further unity and cooperation.

At the same time, student organisations notably ignore and rejected the hysterical appeals of the US vice-president to create a rival organisation on a principle of division and discrimination.

In England the NUS stressed the role of unity in international cooperation and expressed confidence in the Council and governing bodies as capable resolving all problems. In France the National Union pointed out the need for IUS work and that disagreements or misunderstandings should be brought before the deliberative organs of our Union.

In Scotland the SUS whose Executive Committee decided to dis-affiliate was reaffiliated by the vote of the National Council.

Only in Denmark and Sweden were decisions taken bearing partial risks for future cooperation.

In all parts of the world, in South East Asia in Australia, in Latin America students supported the IUS. Many organisations declared their confidence in the Secretariat directly. In USA, the AIMS and individual colleges expressed the opinion that the reaction of American representatives and NSA officers had been hasty and illadvised.

Thus it can be said that the IUS has already experienced direct difficulties and that the member organisations have refused to be led away from cooperation and have thus already helped to achieve a further consolidation of the IUS and a great consciousness of unity.

/that/ It is clear that in relation to all the important common tasks which the IUS is undertaking and to the great threats against the students must be rejected in common in all parts of the world, it would indeed be dishonest to suggest that such an issue is capable of dividing the student world. It would be criminal not to realize that this question has is and may continue to be exploited by

- 22 -

membership report

those who wish to divide the students. Yet the pretext is by no means sufficient to achieve anything in this direction.

In regard to the special problem of the Danish and Swedish organisations, we can say that we are confident of their desire to support the IUS and not to cause the slightest division in the ranks of the students and we can ask them to resist all tendencies to consider the matter in this way. Student organisations must not unwittingly become the instruments of those who profit by sowing fear and misunderstanding, by spreading confusion among the young and distracting their attention from their own real and common problems.

B) Developments in membership, affiliations.

One of the most significant developments is the re-affiliation of the National Union in Australia which has sent a permanent representative to Prague. Cooperation is developing very rapidly and IUS work is becoming better known in this country. Together with the students of New Zealand is planning exchanges, cultural projects and regional activities under the auspices of IUS.

This case presents no membership problem since the organisations re-affiliated within the constitutional period of 12 months during which it remains a member.

In Venezuela, the students organisations are at this moment coordinating their work in order to affiliate to the IUS as a national group.

In Guatemala the students section of the democratic youth and the University Students Association are desirous of cooperation leading to affiliation.

In Argentina affiliation to IUS has been recommended by the National Federation and is a point on the agenda of the Annual National Congress.

In South East Asia, the Students Union of Ceylon expressed the desire to affiliate at the South East Asia Conference.

Since all of these are democratic representative organisations or groups intending to coordinate for affiliation, we can recommend

to the Executive Committee to accept the evidence of affiliation and to initiate full practical cooperation with these organisations subject to ratification by the next Council.

The National Union of Nubian Students has requested affiliation and joined our member organisations in Egypt in their activities.

The Students of the whole of North Korea have expressed their desire to affiliate and would have been represented at this meeting but for visa difficulties.

The New National Union of Students of Irak has requested affiliation and is represented at this meeting.

The Student Federation of East Pakistan has requested affiliation.

In all of these cases we can recommend the immediate adoption of these organisations as members of the IUS.

#### Canada

The history of the final request for affiliation is set out in the Credential's Committee report.

At the beginning of the year the National Conference of NFSUS proposed affiliation upon a basis which seemed to imply discussion of possible conditions of membership and the sending of a negotiating team to Council in the same way as was proposed by the NSA. This decision although not clear to us had been awaited with much interest by IUS members and gave evidence of the sincere desire of the Canadian students to play a full part in the international students community. At the same time the leadership of this organisation proposed that if certain conditions of affiliation were not achieved within two years, the NFSUS should commit itself not only to disaffiliate but "actively to promote the formation of an alternative world student union". Thus from the beginning there were those who approached the IUS on the basis of an ultimatum.

Catholic student leaders of the French Central Region stated specifically that "by accepting the principle of affiliation, they do not in any form or fashion accept the IUS Constitution in as much as this Constitution may presently indicate an anti-Christian state of mind". Apart from the strenuous objection which one may make to the sentiment expressed it is difficult to understand how these leaders could both accept and reject at the same time the necessary basis of affiliation.



membership report

- 24 -

After February the NFCUS leaders seemed to hesitate in carrying out the Conference decisions and only more recently clarified the intention to affiliate. At the same time it was made clear that having affiliated and enjoyed the privileges of membership during Council an immediate disaffiliation might follow if certain conditions were not attained.

Some of the students claimed that the policies of IUS do not serve the interests of students and that the defense of the rights of students had been a matter of partisan interest. It is interesting to note therefore that much of their activity in relation to the IUS and to the preparation for this Council has been itself a purely political activity.

It was leaders of the NFCUS who proposed the Brussels meeting preparatory to this Council in order to elaborate the tactics of an opposition here in Paris. Small wonder if it seemed that the delegation would come only with the intention to disrupt the unity of our meeting.

As it has been pointed out, even the list of countries invited to this meeting was based upon a discriminatory principle. Here are some quotations from the preparatory material for the Brussels meeting:

- 1) Therefore we are joining the IUS hoping to have it make a clear-cut and binding decision this year that it is a student and not a political institution and prepared if it does not so decide to withdraw and join an alternative which will be constituted.
- 2) The maximum possible support must be mastered to gain a majority decision ... if a majority vote against excluding politics from IUS, then the strongest possible number withdraw and form an alternative organisation.
- 3) The most important need is that of making this a key issue of the Conference.
- 4) Referring to the fact that the Belgian Student Federation still has on its letter head the name of the International Confederation of Students, CIE: It would certainly be much easier to rejuvenate this organisation, which at least on a basis of seniority is much more entitled to our support than is IUS.
- 5) Such a Conference is the only way ..... to include the experience, assistance and weight of the Swiss, Dutch, US, Danish



Norwegian and other unions which have already been forced to withdraw from the IUS.

A clear impression of the kind of unity which such a meeting implies can be achieved by reading the points above. Some leaders were even prepared to revive the CIE which was never a world-wide organisation, which had never a programme of students rights and needs and which for a certain time was a scene of activity of the fascist student organisations of Germany and in Italy. Evidently they did not realize that this organisation is a dead letter to the students of the world, and it exists simply and only as a title on the note paper of the Belgian Student Federation.

The IUS is ready to cooperate with all students, but to not accept ultimatums. The IUS expects student organisations desirous of affiliating to show some sincerity towards the purposes of our organisation. Nevertheless we can be happy that we no longer have to listen to such propositions and can say that we desire a sincere cooperation with all Canadian students and especially with the NFCUS. We hope that the Annual Conference will ratify the spirit of the letters of its delegation presented with the Credential's report.

Concerning the question of affiliation, we consider that it is up to the Council to decide upon this, in a just and friendly manner taking into account the principles of our Constitution.

### C) Reorganisation

In India, our member organisation, the Muslim Student Federation is undergoing structural changes as a result of the establishment of the state of Pakistan. The exact future form of this organisation cannot be precisely stated.

In Norway, the NUS which never ratified its signature of the Constitution has cooperated closely on different aspects of IUS work. At the moment it is undergoing a structural reorganisation and its future form is not yet at all clear.

membership report

- 26 -

SECTION VI Propositions to Council for future work.

All of these propositions represent important means of building student unity and consolidating the IUS in the future.

1) Attacks on student unity.

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The IUS must pay a great attention to all these attacks and must clarify them to the students, explaining their dangers and exposing the causes and those responsible.

In order to combat these attacks we must be careful to build unity ourselves in a positive and active way. All the means set out in the following sections represent important aspects of this work. However, wherever there are attempts to split student movement we must do our utmost to prevent any profit on the part of those responsible due to confusion among the students concerning our organisation and activities. Such confusion can only arise where the work of the IUS is either badly known or badly explained. To combat this particularly in such countries as the USA, we must improve our direct contacts with the students, our information and publicity services so that all have the opportunity to learn for themselves.

We must increase activities for unity and unity through common activity. This implies carefully consideration of programmes and the propositions for next year including the Festival, the Needs Conference, the Writers Conference and Faculty Conference show that this has already become clear to those who lead the work of the IUS.

2) IUS campaigns. These are of the greatest importance to the building of student unity since students participate in common activities with the common aim. All students must be mobilised as a means of improving the organisation and work of the IUS and its members.

In organising these activities in the past the Secretariat has not always taken sufficient note of the fact that such campaigns are important for the students who are carrying them out as well as for those to whom they are dedicated. Participation in the activities helps the student movement to grow and to <sup>become</sup> more conscious of its tasks.

In order to achieve a great mobilisation and better organisation of each campaign, we suggest that it is necessary to concentrate upon a limited number of well-prepared activities thus achieving a greater rationalisation of work and a more total response in all parts of the world.

membership report  
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- 27 -

### 3) Conferences -----

All of these must be under the supervision of the Executive Committee and the Secretariat which are responsible to the Council for the agenda and representative character of the meetings.

It is necessary to supervise more closely the mobilisation of students before such meetings and the development of work when completed. In this context, we may mention the importance of Regional Conferences of Student Leaders with IUS representatives. Often students today cannot always attend Annual International Meetings.

In Departmental Conferences there must be similarly better preparation, publicity and participation. Delegation must achieve a really useful exchange of practical experiences and working methods, thus learning about each others problems and improving their own work.

### 4) Commissions and Delegations -----

Investigation not only helped to solve and call attention to special problems but teach us the way in which the IUS can help the students more. The IUS is directly closer to the students.

/brought/

### 5) The problem of isolation -----

In certain countries, the authorities attempt to weaken the unity of students by denying the possibility of contact with their colleagues abroad. This is so in Egypt, in China where the IUS and the NS FC are both illegal organisations, in India where students were arrested for contact with the IUS and in Indonesia blockaded by the Dutch Government.

It is the duty of the member organisations as well as the IUS; centrally to overcome this blockade by entering into a direct contact with the students concerned.

### 6) Distant countries -----

For Australia, New Zealand, South Africa and Latin America, we must devise practical means of overcoming the problems of distance separating them from students in the other countries.

The dispatch of films, exhibitions, and delegates would be very useful in this respect. For these countries and for the countries

where the student organisations are suppressed or extremely poor we must establish financial means to assist them to attend our meetings as a guarantee of the permanently world-wide character of our organisation.

#### 7) IUS meetings

In the past year, the Executive Committee meetings were held in Prague and Bucarest and other were planned for Rome and Helsinki. This should be continued. A direct contact with students of different countries helps to popularise the IUS directly and helps the leading organs of IUS to become better acquainted with the student movements of different countries.

#### 8) External relations of the student movement

When the student movement establishes correct relationships with different sections of society, its work develops better.

By supporting the working youth the student movement receives their support in return. By helping the school youth, the student movement has a firmer basis and helps to prepare the future university generation. By its contacts with the leading intellectuals, the student movement can gain both inspiration and support. Similarly the IUS must give more attention to its relations with working youth, school youth and organisations of intellectuals.

#### 9) Exchange of experiences.

The activities and organisational methods of other student movements can help every organisation to improve its own work. The students in Greece and China having considerable experiences themselves were nevertheless the first to ask IUS for such information from other countries, from which they might learn.

The proposition in the Executive report for summer schools for student leaders is of the utmost importance for this work.

#### 10) Undeveloped student organisations

The IUS and its members must help the weaker student organisations to grow. This may be achieved by direct support, by showing them the experiences of other countries and by enabling them to participate in IUS activity thus increasing the scope of their own programme.

For example the "Needs Conference of the IUS" will occasion many preparatory national Conferences and many organisations may thus develop their work in this sphere for the first time in a profound manner. By all these methods, the work of the IUS can become a means of building an increasing student unity at all levels.

# 11) Main proposition

The IUS Council should give authority to the Executive Committee to organise visits of individuals and delegations to those countries where there is a need to study the situation and to increase the basis of IUS work.

All of the possible cases concerned are set out in the report and should be dealt with to the priority of importance and the possibilities which arise. / according to/

We should mention particularly the great desirability of sending a friendly delegation to the Scandinavian countries, to Austria, and the importance of sending a representative to the United States and Canada.

## CONCLUSION

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The IUS is growing continuously as the only international organisation which can defend the interests of all students. It must be our task to build the IUS and to build this unity even further in the future.

In this context, we must repeat that the IUS has a great and sincere desire to cooperate frankly with all student organisations. We must remember also that real unity can only be built on the basis of a single programme of action, dedicated to the defense of students in all parts of the world.

This report demonstrates that the IUS is trying to learn from its member organisations and to find a way to achieve a real consolidation of the international student movement. The experience of the Chinese student movement shows that a student organisation can fight and have a correct leadership, and at the same time remain a broad organisation open to all of the students understood by them and capable of demanding sacrifices from them.

Again unity is built by activity. We need a greater mobilisation of students in favour of the IUS programme and we must therefore achieve better organisation and planning of work. We must choose our activities more carefully, sparing our forces and giving time to all member organisations to prepare them. We must ask all member organisations to participate in all activities, both in the campaign and in the cultural meetings, faculty and departmental conferences sports etc.

Some organisations have neglected very much to support this aspect of IUS work and weakened the IUS as a result since our worldwide character was not immediately apparent when the events took place.

In relation to policy, we must constantly attempt to find new methods of interesting the students and leading them in the defence of their interests. In the past we neglected a little to develop an activity in the cultural sphere and for the academic problems of the students. The Faculty Conferences, the Festival, the Young Writers Conference show the means to remedy this in the coming year. We have done insufficient for the democratisation of education in the defence of the student in relation to his material needs. The proposed programme for next year also corrects these faults.

We must remember that many problems have already been overcome by the IUS in past years. With good will all problems can be resolved.

A sign of the constant development of the IUS is the fact that there has been one important re-affiliation; there are four countries where students organisations are very soon deciding upon this question; there are four countries where affiliations are already recommended and others where applications for affiliation have been placed before the Council.

The IUS represented students of 38 countries immediately after the Congress. After the last Council there were affiliates in 51 countries and over 2½ million students were directly represented.

After this Council there will be at least student organisations from 54 countries affiliated and others proposing affiliation. All of this is evidence of the growing strength of the IUS. Our strength continues to grow with our influence and maturity.

The IUS invites all student organisations not still members to participate in the activities of the coming year and to support all projects and campaigns.

Provided that we maintain in the IUS and every member organisation a sense of the importance of student unity, realizing that it is essential to the advancement of our common interest, we shall be able to achieve this unity in an active and living way.

membership report

- 31 -

This is the meaning of the general title of this report on membership: democratic unity, the growing strength of students. This is the meaning of our slogan: Students, UNITE, for peace, national independence and democratic education.

Unity is the first arm of the student movement in its own defence. The love of democracy is the most important ~~single~~ bond which unites the students in the defense of peace.

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membership report

- 32 -

Omission

Under the section requests for affiliation

The Hochschulerschaft has requested affiliation as a National Union of Students. The Credentials Committee and IUS Commission have already made a recommendation on this subject and there is an important documentation available as well. The fact that we cannot recognize the claims of this organisation to be a national union or an independent student organisation nevertheless does not mean that we should neglect to develop cooperation by all means with the mass of students in Austria. The visit of an IUS Commission to clarify to the students our point of view concerning this organisation, to interest them in the IUS and to show them how they should build an independent, democratic, organisation would be most important and will be the most positive undertaking which we can suggest.



## RETURN TO CIA LIBRARY

CONTRIBUTION OF THE SOVIET DELEGATE, A. SHELEPON, TO THE IUS COUNCIL  
MEETING

Let me, first of all, transfer to you, members of the IUS Council, the fighting greetings of the Soviet students. In the name of the Soviet delegation, I express our thanks to the National Union of Students of France and to Mr. Trouvat for their hospitality and the organizational and technical work they have done preparing for this Council.

During the last year the International Union of Students together with the World Federation of Democratic Youth and national organizations of students accomplished considerable work for the further strengthening of the IUS, for uniting the progressive students in the countries in the struggle for lasting peace, against reaction, for the satisfaction of the urgent needs and demands of the students.

During the last year such great events as the International Students' Day, World Youth Week, the Conference of the Youth of South East Asia, the campaign of help to the fighting students of Republican Spain, and others were organized. Mr. Grohman spoke about these in detail in his report and I shall not return to them.

These activities contributed to the further strengthening of the unity of the democratic students of the world, to the growth of the forces of the international democratic movement of students.

The international democratic youth movement is a part of the general front of the democratic forces, and the further growth and strengthening of it reinforces the camp of democracy, which is waging now a sharp struggle for lasting peace, against imperialist expansion, for national independence of the peoples, against the war-mongers, for democracy, against reaction.

The existing international situation is characterized by the sharpening of the struggle of the democratic forces against imperialism, against political and economic expansion of the American monopolies and their Anglo-French allies; is characterized by the growth and further strengthening of the democratic forces. Some delegates raised such a question: Will the Marshall Plan influence the life and situation of students? And they criticized that part of the report of the Executive Committee dealing with this subject. However, the speeches of a number of delegates gave a full answer to this question and brought out the missing facts of the report. These speeches demonstrated that the Marshall Plan touches the vital interests and needs of students.

I do not intend to speak further on the Marshall Plan, on the fact that it has a strategical and political character. As it is known now to the whole world, the military and political block of the Western countries, under the leadership of the U.S.A. and directed against the peoples of Europe, was created on the basis of this plan.

- 2 -

We are of the opinion that every national organization should have every possibility to a free expression of whether it is for or against this Plan. Let those who want to believe in the favourable results of the Marshall Plan do that -- it is their right. So far as the Soviet students are concerned, they do not share these illusions, and therefore the Soviet delegation considers that it should be noted in the resolution that the Marshall Plan is a plan of aggression, a plan of the enslavement of the peoples of Europe by American imperialism, that it is directed to undermine the economy of the European countries, and as a result of which the material conditions of the workers and students are getting worse.

Anglo-American anti-democratic circles, striving for new occupations and for the unleashing of a new war, restore German militarism, create Tri-zone as a bridgehead for a new war. This is confirmed by the fact that the democratic organizations are being prohibited in the Western zones of Germany, that the Potsdam and Yalta decisions were violated, that a separate finance reform took place in the Western zones, that a "government" was created in Frankfurt on the Main, that monopolies are being re-established, that notorious fascists are pardoned, that one-sided control over the Ruhr was established, that former fascist organizations are being re-established, etc.

It is necessary that the IUS support the progressive German students in their struggle for a united democratic Germany. Imperialists render their support to the fascist government of Spain, equip with materials and armaments the Kuomintang government of China, sharpening and stimulating in this way the civil war. American and English armaments are used for waging a war in Indonesia, Viet Nam, Burma, and Malaya. Imperialism is leading a fierce attack against progressive organizations, and, amongst them, student organizations.

Errorists, base people, do not stop before the mean attempt on the lives and assassination of the leaders of the working class and the people -- Togliatti in Italy, Tokua in Japan, Radmoneski in Iran. Democrats are also being persecuted in other countries -- such as Chili and India.

But all these measures indicate, not the strength, but the weakness of the imperialist camp, its fear before the growth and consolidation of the camp of democracy, with the Soviet Union at the head, struggling for lasting peace, honour, and freedom of the peoples. True to its traditions, the Soviet Union, its youth and students wage a consistent struggle for lasting peace, freedom, and national independence of large and small nations.

The Soviet people took upon its shoulders a major burden of the struggle against Hitlerite Germany; it paid for the victory with the blood of seven millions of its best sons and daughters; it saved the peoples of Europe and the world civilization from fascist enslavement -- and therefore it is vitally interested in a stable peace, in evading the repetition of a new bloody war in the future.

It is for this very reason that the Soviet youth takes the most active part in the work of the WFDY and the IUS.

The aspirations of the students of the world, striving for the cultural and spiritual development of the youth of their countries, their struggle for the satisfaction of their immediate needs, are clear to us, because the Soviet students have the possibility of comparing the position of their friends abroad with that of the Soviet students, with the great changes which have taken place in the Soviet high schools in the years of the Soviet power.

Care for youth is one of the first and most urgent tasks of the Soviet state, the government, and of the whole Soviet people. Since the beginning of the second world war, the number of students in the Soviet Union was approximately 565,000. We already had then 782 universities and institutes. The number of institutions of higher education in the USSR was times more than in the pre-revolution Russia, and the number of students was times more than before the great October Revolution.

The children of labourers study at the universities and institutes. The cadres of truly people's intelligentsia are prepared at them. During the years of the Soviet power, there have been created universities and institutes in all the Soviet republics. For example, in Azerbaidjan there were no universities at all before the Revolution, and now there are 23. There is not any discrimination on racial or any other grounds in the Soviet high school.

Immediately after the German invaders were swept out of our country, the planned and persistent work of the restoration and a further development of the network of the Soviet universities and institutes were started. Already in the 1947-48 school year, we had 802 universities and institutes with 670,000 students. On the 1st of September of this year, more than a million students in institutes and universities, including technical schools and evening and correspondence institutes, started their studies.

All students in the USSR receive stipends through the whole period of studies, including the summer months. The Government allocates very high sums on students, hostels, libraries, sporting grounds, clubs, etc. The Government also takes care of the rest of the students. Only this summer, about 100,000 students rested in resorts, sanatoriums, rest-homes. More than 10,000 students were in tourist camps.

Special and great attention is given in our country to the student-veterans of the war, former soldiers and officers of the Soviet Army. After the termination of the war, about 100,000 students returned to their studies from the Army. All students demobilized from the Army have no difficulties in entering the universities, which they had left for the front.

The Ministry of Higher Education organized at the universities special courses for demobilized students. The planned national economy, the abolition of exploitation, and the absence of the possibilities of an

economic crisis and unemployment, create a wide field of activity for students graduating from the universities and institutes. They can apply all their talents and capacities.

By the end of this Five-Year Plan, we shall admit to the universities 190,000 - 195,000 students annually. The most important condition for the permanent growth of higher education in the USSR is that the great and from year-to-year increasing allocations from the State budget for the development of universities and institutes are given. The Soviet system opened for the youth the way to science. This great care for the students is a result of the very substance of the Soviet social and state order.

Quite a different picture is in the capitalist countries. Let us take, for instance, England. The Government of this country allocates very small sums to the universities. Many universities exist due to the help of the King, Church, capitalist trusts, and private help. According to the information of the "Committee for the Subvention of the Universities", now only 17.5% of the students get stipends.

Humanitarian sciences are not respected in these countries. The aims which are pursued by the capitalist monopolies in higher education were very well formulated by Lord Walton, who, speaking at the celebration of the anniversary of the foundation of Manchester University, said, that "the manufacturers of Lancaster will undoubtedly ask Manchester University what it can do in order to make its contribution to the struggle for the winning of world trade superiority in Britain. The energy and education of certain manufacturers and tradesmen, more than the efforts of the government, will play a decisive role in the outcome of the struggle for winning back the initiative, which, under the circumstance, had been taken from England by the U.S.A."

Very convincing examples were given the other day in the speech of Mr. Lowne. In France the allocations of the State to the people's education are being systematically cut off. In 1895 these allocations made up 16% of the State budget, in 1946 they were only 7.5%, and in 1947 - 6%.

Even more difficult is the situation of students in colonial and dependent countries, where capitalist oppression is more rude and unmasked. The students there, as a rule, have no possibilities of studying in their native languages and face extremely difficult material conditions. This gloomy picture once again underlines the vital importance of further struggle for the satisfaction of students' needs, led by the democratic youth and students. This struggle can be successful only in the case of the closest unity of all progressive students. And therefore it is clear that it is necessary to strengthen the organizational work of the IUS. It is clear that it is very important to struggle for a further strengthening of the influence of the IUS among as wide as possible masses of students, for the intensification of the leadership of the IUS in the struggle of the students for peace, democracy, the satisfaction of the rights and needs of the young generation. The delegates were quite correct when they criticized certain parts of the report of the

Executive Committee, did not agree with some figures and facts, criticized the activities of the IUS departments. This is quite clear, because it is impossible to work well without criticism. This criticism will lead to the improvement of the work of the IUS. We agree with the criticism of a number of delegates and, among them, with some critical remarks made by Mr. Trouvat. We agree also with many of the proposals made here.

But there is criticism of a different character. We think that the criticism which has been brought out in the speech of Mr. Trouvat will not be useful for the IUS. We were amazed at his speech. There is only one thing which is not clear -- why hadn't Mr. Trouvat proposed to reject the report of the Executive Committee as unacceptable at the meeting of the Executive Committee?

That must not be. In our opinion, the state of affairs is this: Mr. Trouvat has tried to blacken the activities of the IUS - and in doing so, he tried to stir up trouble - but he did not succeed. Almost all the interventions at this Council bear witness to this. The Soviet delegation, like the others, accepts and approves the report of the Executive Committee.

As for the proposal of Mr. Trouvat to reject the letter of the Bucharest Executive Committee meeting to the students of France, we cannot agree with this because this letter throws no discredit upon French students and their leaders. In this letter some friendly advice was given and some inadequacies in the work of the French NUS were pointed out. One wonders and may ask why it should be necessary to cancel this letter. Why should one be afraid of friendly criticism? I do not believe that all the students of France agree with Mr. Trouvat on this point.

What are the main weaknesses in the work of the IUS? The Soviet delegation thinks that the main weakness was the inadequate work of the IUS Executive Committee in strengthening connections with national member organizations. This has given certain reactionaries the possibility of seizing the direction of student national organizations and misinforming the rank-and-file members of those organizations as to the aims and problems of the IUS. This has given to Mr. Ellis and his substitute, Mr. Smith, who misinformed the rank-and-file members of their organization, the possibility of developing an action of dissidence and calumny and trying to use the IUS Secretariat for their anti-democratic aims, and when they proved a failure - to desert shamefully their posts.

The Executive Committee has not struggled actively enough to apply the resolutions of the Congress and of the Council, especially concerning the democratization of higher education.

The Executive Committee has not fought enough to improve the situation and to satisfy the needs of students.



- 6 -

Our duty is to correct these shortcomings in the near future. The only way to do this is to request all the national organizations to take a concrete and active part in the work of the IUS. **It is necessary** to work incessantly to strengthen the IUS and to gain to its ranks all progressive student organizations and separate groups of democratic students, /without discrimination of race, political view, or religion/, adhering to the democratic ideal and struggling for lasting peace against reaction. One of the most important tasks is to struggle continuously against those who wish to divide us. As we know, the reactionary Catholic leader of Cuba wishes to organize at Lima a Conference of Latin American students, which aims to undermine the co-operation of the Latin American student organization with the IUS. The IUS must explain to the students the reactionary anti-democratic character of this organization.

In the resolution of the Executive Committee report, it is necessary to stress that students of every country in the world must wage a decisive battle for disarmament, against the use of atomic energy for the purposes of war, and that the students must succeed in bringing about that scientists work for the development of science and for the well-being of the peoples and not for war and for the invention of new weapons aiming at the destruction of the peoples. This resolution must draw up concrete, practical proposals which answer student needs.

Besides this, we must inscribe in the resolution the necessity of working at the elaboration of the sports program of the future Festival, and the preparing and organizing the giving of prizes to the winner of the University Games, and of giving more information about the situation of university sports to member organizations.

Measures must be taken for immediate publication of "World Student News." The future Executive Committee must find the necessary funds for the publication of this magazine. Material concerning the struggle of member organizations for democratization of education must be made known and published. The Soviet delegation makes this proposal to the Executive Committee:

To study the question of deciding to organize an annual competition for the best student's work in science, art, literature, publicity.

We propose, likewise, that in the immediate future there should be prepared a photographic exhibition and a pamphlet about the activities of the IUS. The Secretariat and Executive Committee of the IUS must study in more detail the situation of students in each country and inform member organizations of their activities.

It must be understood that the commissions which are working at this Council will elaborate a vast and concrete program for the activities of all the IUS. It is indispensable to stress the vital importance of a future strengthening of the collaboration between the IUS and WFDY.

## POLITICAL ACTIVITY IN I.U.S

by John Ziman N.Z. Delegate.

The present situation of IUS is not particularly hopeful.

We all know that membership and support have hardly increased since last year, and that weaknesses visible then have widened into serious gaps, especially after the events in Czechoslovakia in February. Successions or failures to affiliate have threatened the international basis of IUS in western Europe and the Americas and we are subject to far more criticism and attack than ever in the past. No amount of unanimous voting at this Council will save the situation, if we do not look quite deeply into its causes, and seek some remedies.

The essential problem, obvious to us all, is that of political activity. We have been beset by this problem before, but we have not solved it, and we must continue to face it until we have solved it. In a recent communication, the Secretariat have strongly attacked the supporters of a "service" organisation, and have reaffirmed their belief that politics cannot be ignored by IUS. In the present report, it is proposed to restate this argument in somewhat different terms, to show that all normal student organisations are inevitably involved in politics to some extent. But the arguments against political action are not nonsensical if interpreted as symptomatic of the difficulty of obtaining agreement about the correct politics, and of the errors of IUS in trying to impose hasty, ill-considered policies where the students are not prepared for them. The analysis concludes with some practical proposals for minimising and overcoming these difficulties.

### What is IUS ?

IUS is an organisation of and for young men and women in the highest stages of their formal education. The distinguishing characteristic of this union is that its members are students; not manual workers, nor university professors, nor social democrats, nor Christians, nor negroes, nor wealthy, nor poor. Individually a member of IUS may be any or all of these things at once, but collectively these characteristics are irrelevant, and we must admit him quite independently of them, if he really is a student and prepared to abide by our rules. It is not easy to make a positive definition of a student, but it seems to refer to an age group, to a degree of concentration on learning rather than producing, and to a type of institution which can be called quite generally a college. Many strange creatures come under this term, and there is as much room for the titled

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- 2 -

Oxford undergraduate as for the Indonesian youth studying to teach peasants to read.

Some people say that only "democratic" students should belong to IUS. This adjective has been so bandied about that it is uncertain what it means in this context; in any case, it cannot refer to a person, only to a type of organisation. The people who use it glibly usually mean Socialist, or Anti-Communist, or Proletarian, or Christian, or Liberal-minded, or something like that, which all members of IUS manifestly are not. The word is redundant if we allow any student to enter IUS and give him full rights regardless of any other attributes we are being a democratic organisation; if he is prepared to accept our rules and treat others as equal with himself, he is a democrat so far as we are concerned. Whatever opinion we have about the political activities of IUS, we shall be prejudging the issue and closing a vicious circle if we make a political test the initial condition of membership.

### What is the purpose of IUS?

Does the IUS exist just for the sake of existing? This would sound nonsensical if some people didn't half believe it. There is a mystique about big organisations that is attractive, the feeling of solidarity, in a cold lonely world. We need not be concerned with this, since it is scarcely a rational justification for the expenditure of our time, money, and effort.

Does it exist to further a political doctrine? Emphatically it does not. This is a perfectly legitimate activity of churches, political parties, and their off-shoots. The S.C.M., Pax Romana, Student Labour Federation, Student Federalists, etc., do this job, and we need not emulate them. We may at times act to support one or other of these creeds, but we do not exist for that purpose; such activity can only be justified on tactical grounds, and we cannot be committed to any consistent line.

The only purpose that is fundamental to the existence of IUS is the benefit of its members. This may sound narrow, selfish, and parochial, but it is the only criterion for the existence of a frankly sectional organisation. It does not exist for the benefit of the community as a whole, except in so far as the welfare of students is bound up with the welfare of the community. It is not a charitable aid society like the Red Cross, though it may perform such functions among its own members. We are a body of persons of roughly similar interests and needs, and we have banded together primarily to further those interests. It is true that we seek to bring all students into the one organisation, that is, to benefit more than those who are members initially, but this can be justified in terms of the added strength and voice which it gives us; in any case, humanitarian motives are not denied, although they are not primary.

### How should this purpose be achieved?

Having decided our purpose /and the foregoing remarks would be redundant if they were not so often obscured by a smoke-screen of emotive



- 3 -

nonsense/, we must seek its fulfillment. Or rather, we consider in turn the typical activities of student unions, on the local, national and international scale, and show how they are related to this purpose, in theory and in practice.

It is possible to distinguish at least 8 methods of achieving benefits for members, each with appropriate examples. These categories are not claimed to be discrete, logically defined or complete in coverage, but they seem to include most forms of student union activities, which fall naturally into the appropriate departments. These 8 categories appear to fall into two subgroups, related in much the same way as the internal and external affairs of a country. Each type of activity seems perfectly normal and legitimate, and there is no special value attached to any one; the logic of the situation must decide the appropriate method.

#### Internal Affairs, or Mutual Benefit.

Here we consider the activities of the IUS and its member organizations and members purely among themselves, providing by corporate strength the facilities and help that individuals alone cannot support. A hierarchy of officials is set up on a college basis, national or international basis and these administer sums of money collected within the organization and use them for the benefit of the members. These categories are as follows.

Cultural Cooperation. This refers to the multitude of activities undertaken chiefly to foster the spread of ideas and information between students, to make them aware of each other, by personal contact, or by written and radioed words. THE ICD, the PID, Congresses, camps, summer schools, student newspapers, etc. all provide the means of breaking down barriers of prejudice and ignorance. The benefit to the individual is direct, as he is given the opportunity of insight into the workings of other people's minds and institutions.

Material Benefits. This includes the many cooperative ventures financed by student unions, such as canteens, hostels, travel bureaux, sanatorias. The union has set out as a consumer's cooperative, to provide facilities and capital for a service which then must largely run itself, partly or wholly independent of subsidy from Union funds. The advantage to the student is a cheaper service, subservient to his needs, making no profit and under direct consumer control. The Union as a whole may benefit indirectly, by the stability and strength which successful ventures of this sort may lend to the organization.

Charity. This word is used to describe the work of the various relief organizations administered by student unions. Their main purpose of course is to collect funds from those students who can contribute or from the general public and re-allocate them to deserving and needy cases. Although such work has often been done outside the formal framework of representative student bodies, by ISS and the religious groups, it is obviously a proper activity for IUS to collect and administer such funds, (though it may be wise to harness the energy of voluntary workers and groups.)

External Affairs.

Although the above activities involve various transactions with the "outside" world, these are mainly a purely commercial nature, hiring workers, buying goods, employing printers etc. We must now consider the IUS as a corporate body, acting upon and influencing other non-student organisations.

Expression of Student Opinion. As an organisation of all or most of the students in a region, IUS or its constituent bodies is able to canalise and express their united opinion on various matters. For Governments, railway companies, university authorities, etc., it is the normal body to be consulted (if student opinion is considered at all!) to find out what the students think about proposals that may concern them. As the strength of the organisation grows, these consultative functions become more important, and the Union gains status and prestige and can do more for its members. In many cases representatives have been appointed to University Senates and Government Commissions, where they may directly safeguard student rights and gain benefits for them.

Student Work Schemes. Besides their consultative functions, many unions organise large scale schemes of voluntary work, such as national reconstruction, harvesting, hospital work, etc., thereby performing a task of general social benefit, beyond the direct needs of students themselves. This work has arisen from the desire of students themselves to contribute, using the existing organisations. The Unions have no "duty" to perform in assisting the national effort except as they represent and canalise the individual duties of their members.

Cases of Injustice. To safeguard the rights of its members, student unions and the IUS must often champion the cause of students who are suffering injustices. It is the first duty of citizens ~~who~~ of a democratic state to bring to the notice of the authorities any breach of the law or its misapplication, and by shouting with one voice an organisation may some times penetrate the deaf ears of the governments. We can all recall such cases, on the local, national and international levels, and it is obvious that such action, in support of its members, is a very important function of the IUS.

Limited Campaigns. Injustice in the previous paragraph is intended

-5-

(Contribution of the New Zealand Delegation to the Executive Committee Report)

to refer purely to cases where existing law is not being properly administered. More generally they are cases where groups of students are underprivileged or oppressed, and the law itself needs to be changed. Student Unions often take direct action by agitation, propaganda, strikes, boycotts, etc. to obtain for their members particular benefits from other organisations or authorities. Campaigns for increases of grants representation on governing bodies, changes of syllabus, removal of racial barriers, are normal and recognized union activities.

Revolution (and Counter Revolution.)—This refers to action aimed at changing the whole basis of society (or at maintaining it in its present form). In many cases student conditions are so bad that it is impossible to envisage any improvement without a wholesale dislocation of the framework of society, and its replacement by a new form. Piecemeal action will not suffice. On the other hand student conditions may be judged so good that a direct attempt is made by the student unions to opposed social change.

When is Activity "Political?"

We have seen that all these types of IUS activities are related to the purpose of the Union and that each type has its examples among members of all colours and shades of opinion. Yet the last three types at least come under the heading of "political." They are concerned with influencing governments and University pundits; they involve decisions embodied in laws and statutes and regulations; they concern the community and so ciety. Yet the opponents of "political" activity would recognize the greater part of them as quite normal and legitimate, indulged in by the most "respectable" unions. Even the last category is not ruled out. Consider the attitude to the struggle against Hitler by small organisations of students in the German Universities or the various reactions to the recent events in Prague. Most such critics no longer remain neutral when it suits them to take a side. It is evident that the distinction between "political" and "non-political" is hardly valid as a criterion of what activity may or may not be undertaken by IUS.

### Why the argument?

The above discussion has been given at some length in the particular form which is intended to appeal directly to the exponents of the "service" organisation. That is, it is based on "Western" "liberal" philosophical principles. The Executive has put the case somewhat more bluntly in what may be called semi-Marxian terms. But the critics are not Marxists, and this would scarcely convince them; they could simply dismiss the Executive case by refusing to admit its assumptions. It is necessary to refute them directly from their own philosophical standpoint, not merely to show that they could not have reached their conclusions if they had had a different philosophy.

If this were all that could be said on the questions, the exponents of the "service" organisation would appear monstrous villains and fools. Such is, it seems, the opinion of the author of the Executive pronouncements; this attitude is somewhat unconstructive, since it must inevitably result in antagonising the majority of students in Western countries. It seems also rather unlikely, since many of these critics have worked successfully and loyally for IUS, and can point with pride to active and progressive student movements for which they are responsible.

It is much more likely that they have been seriously misunderstood. We have not had a direct exposition of their point of view within IUS, but it is probable that it is not based on any theoretical objection to politics as such. It represents, rather, the practical attitude which questions whether it is wise for IUS to embark upon political schemes. They are concerned with two particular aspects, the problem of agreeing on which political activities IUS should undertake, and the way in which IUS political methods have weakened its support in Western Countries during the year. They are against political action, not for its own sake, but because they feel IUS to be too weak to embark upon policies which so strain the bonds between its members.

### The Problem of Agreement.

In Western countries, although the student has been largely a privileged citizen, there is a long tradition of free speech and free thinking within the student community. He may have been under constant influence by the Press, Professors and Parents, which allowed him little range in which to really exercise his will, but he considered himself perfectly free to state, publish, proclaim, and hold whatever political views he pleased; this was in fact one of the privileges he was allowed in later life he conserved the doctrine better by a belief that he had come to it freely (a psychological fact long recognised by the Catholic Church). Students are thus the most individualistic and heterogeneous group in the community when it comes to politics, and they will have no compromise on their doctrines, so that it is impossible to reach any agreement on a matter of definite party

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politics.

For this reason, student organisations have had to be extremely cautious in their activities. In any situation where it can be said that the Executive is beating the drum of one particular party, it is easy to find enough dissidents to overthrow it and even destroy the whole organisation. Many unions have written political neutrality into their constitutions, chiefly to prevent any one political group from thus disrupting the body. Again, though the politics of a candidate are usually relevant, and his nomination may be by party organisations, officials of the unions are elected for their practical ability and day to day service to the student movement. In return, they are expected not to commit the union to an overt party policy (an agreement reinforced by the sanction of reelection). In practice, these leaders, being able and keener than the majority, are more progressive than the mass of students, and will have political views to the left of the average. But so long as they do not show this openly, they stay in office because of the energy, keenness and self-sacrifice with which they work, and they learn to balance their own views against those of their electors, keeping just within the bounds that would arouse active antagonism.

Such leaders have been very enthusiastic in building up IUS, with whose principles they have been much in sympathy. But the rank and file of students in their unions have been very suspicious, entrenched in a narrow nationalism, and not understanding a programme and constitution framed for world wide appeal. It has been very difficult to awaken interest in foreign countries and impress the importance of international student co-operation upon an inactive, individualist majority. It has been necessary to emphasise the non-political aspects, the practical benefits of travel, exchange, correspondence, etc. to show the relatively privileged students of these countries that they gain personally by participation. It was hoped that time would show a strengthening of this work, the building up of services and organisation that would bind IUS together and give it inertia to withstand political shocks.

If now IUS adopts a definite political line, readily identifiable with a distinct political grouping, a heavy strain is put on these leaders and organisations. However much they may be in sympathy themselves, it is perfectly obvious that they cannot convince a majority of their union membership. No British student leader can hope to persuade all or most British students that British Imperialism is a threat to World Peace. It may be true; many people in England believe so; to use the student unions as a means of expressing this opinion is courting disaster. Much can be achieved by the gradual spread of opinion and information, but the complete and immediate acceptance of such a "labelled" idea is not to be thought of. The call for a service organisation comes from these leaders, not because they wish deliberately to obstruct political progress, but because only by slowness and moderation can they maintain agreement within their unions - or indeed keep them in any international body.

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## The problems of Methods

The other prong of the attack is criticism of the methods employed by IUS in its political activities. That is, it is recognised that political action is necessary in certain cases, but there has been grave disapproval of the actual procedure. There is a feeling that IUS has been consistently weakening itself by foolish tactical blunders which have lost it a great deal of goodwill in the West, without any corresponding strengthening elsewhere. The blunders have been most obvious in the political field and this has been attacked as such, rather than analysed and corrected. The baby has been thrown out with the bath water; it was difficult to see it in such dirty water, and easier to tip over the whole tub.

The gist of the criticism is that from insufficient evidence IUS draws unwarranted conclusions- and then only succeeds in making a rude noise. If the information made available to national unions is all that is required for the Executive and Secretariat to take their decisions, it is not enough. How can the IUS take action, such as protesting to a government, on the basis of a single letter or newspaper report? Yet this has happened several times. Can the assertion that British agents were responsible for the Partition riots in Bengal be backed by substantial facts? On many such issues the evidence has been scanty and uncorroborated, no more in fact than is available to the intelligent student of English or American newspapers. With a few exceptions (Carmel Brickman, Ken Tollerhurst) IUS reports are couched in vague emotional terms, and show such bias that no neutral observer with a critical mind could accept them. Are we to assume that the Secretariat has much more detailed knowledge at its finger tips, to guide its decisions. In that case, National Unions should have this information, to be quite certain that the decisions are correct. There was sharp criticism of certain countries for their precipitate action over Czechoslovakia, before full information was available. The Executive And Secretariat of IUS must make it clear that they never act on hearsay, on emotional bias, on one-sided evidence. The decision to send commissions to various regions to investigate and report is a step in the right direction, but where these commissions are lacking or prevented there is no reason why IUS member organisations on the spot should not provide the detailed, accurate, verifiable information which can properly support a case? This could easily be achieved if the Secretariat insisted on proper documentation before it undertook a case.

A serious psychological blunder is made in literature aimed at Western students as political propaganda. The tone is far too agitated and full of exhortation. It is not understood that students in these countries are exposed to a great many competing sources of information, and are much more impressed by restrained argument and bold fact than by wild, unsupported assertions. To convince a person of a very different point of view requires great tact and patience.

The 1947 Council of IUS endorsed the Redrup, that made it incumbent upon IUS to take political action when the interests and liberties of students were threatened. This was not carte

to allow every and any political charge to hang on an instance of political repression. IUS has extrapolated to an extraordinary degree in its interpretations of political events. Repression in S.E. Asia is as well attested fact; to link this with American Imperialism goes far beyond the real with which we are competent to deal. Such an analysis makes assumptions about international politics that are certainly not uniformly agreed by all the students of the world, and on which IUS may not presume to judge. The causal relations may seem perfectly clear to those who believe certain political theories; they are not clear, and may be strenuously denied by the supporters of other theories. Until all or a great majority of the world student population agrees on such analyses, they are a serious focus of contention, and by interpreting events exclusively in terms of one theory, IUS must inevitably create sharp division within itself? Whatever the Executives of IUS may feel, however they themselves interpret such situations in their own minds, they must learn to keep their formal decisions within the region where IUS is agreed, and competent to decide, and not try to impose upon students a unity of opinion which does not in fact exist. This tendency is probably largely unconscious on the part of Executives, because the contrary opinion is not stressed enough for them to realise its existence. The solution to this problem may be found in the choice of Executive and Secretariat members of a wide range of opinions and political philosophies and closer contact between the international staff and the individual students.

After some hurried, controversial decision has been taken, what happens? The students of the world are called upon to raise their united voices against the government of X. This goes out with half a dozen similar appeals, to the student organisation of Y? Y throws it into the wastepaper basket, because it cannot possibly organise its annual Congress, International Students day, 3 work Schemes, and 6 Political Protests at once. So nothing more comes of it, and IUS influence is weakened, because its suggestions are ignored. In other words, it is foolish to sit at the centre and send out indiscriminate propaganda appeals in all directions, without emphasis or priority. IUS then becomes merely a post-office, a clearing-house for complaints from national unions against their governments. Of course, it is difficult to refuse the request of numerous member organisations clamouring for assistance in their struggles. It is difficult to decide who is the most deserving of help when all are in trouble. But with only limited resources of organisation and goodwill it is a mistake to squander them indiscriminately over the whole world, making heart-breaking appeals for each of fifty countries, and knowing that by crying "wolf" so often you have conditioned your audience to indifference. There is no need to neglect the remainder in our information services, but if we are going to have campaigns, let them be unified and organised to achieve a single, simple aim. Such a campaign, if successful, would bring much credit and confidence to IUS.

Or perhaps the action consists of a telegram sent to the Government of X, peremptorily ordering them to cease from wrong-doing. What sort of action is this? In the first place, it is ineffective. The Governments of which IUS disapproves seldom approve of IUS.



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They are scarcely likely to take notice of an opinion by a body they do not like, and IUS is not in a position to implement its illwill by force. What fear has a Protestant king of a Papal Bull? Secondly, it makes enemies, because no government likes people that make rude noises at it. Such enmity may hamper and weaken the work of IUS, and may be reflected in further repression. It sounds a bit old-fashioned to advocate courtesy and diplomacy but in negotiating with someone who can use force against you, these are your only weapons. The polite enquiry may be far more potent than the lie direct (as illustrated by the Parliamentary custom of question-time) since it provokes some sort of reaction from ones opponent. Finally, when the charge is unjustified, and based on inaccurate information, it can lead to nothing but harm since it leaves no ló phole for a withdrawal.

### Conclusions

It is clear that this criticism has considerable substance and points to problems that may seriously threaten the future of IUS. How are they to be overcome? That is the problem of this Council, and cannot be decided without full discussion. The following proposals are made tentatively, as a basis for debate

1. IUS must constitute and create a vested interest in its continued existence for students in Western Countries by building strong and active "service" organisations.

2. We must recognise that political action, though necessary, is difficult, and a danger to our unity.

3. We should be much more ready to consider negotiation and co-operation as means to our ends.

4. Any action taken must be based on very complete information.

5. Controversial action should be delayed until it has been discussed and decided at the individual level.

6. Interpretations of events must stick close to the ascertainable facts.

7. The Secretariat must contain a much wider variety of political creeds in its members.

8. Information and propaganda for students in Western countries should be much more soberly written.

9. Campaigns should be planned singly.

10. Much more diplomacy should be shown in dealings with other organisations and governments.

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FINANCE REPORT *of the IUS*

The finance report of the Executive Committee which I have been asked to present, can not be restricted to the mere explanation of the documents annexed to the report, but must first of all give an account of past activities and present suggestions for the future balance.

1. Balance 1947-48

In the preparation of this balance we have born in mind the request of the last Council, that the IUS Balance should be presented in a clear fashion, comprehensible to all delegates, which certainly could not be said of the 1946-47 balance. This was facilitated by the fusion of the "Student World" balance with the general budget of the IUS, following the suspension in publication of this review, and by the practical suggestions made by the Council with regard to this point. As you can see by the balance, the total expenditure for 1947-48 was 4,362,489.80 kcs. and the expenditure for 1946-47 was (not including reserves) 3,289,382.90 crowns, including the expenses of the World Student News, (2,133,843.90 crowns): even though the balance of 1946-47 covers ten and a half months of work, whereas the present balance covers a period of thirteen months, it must be realised that the expenses of the Secretariat have increased considerably from 1,155,538.90 crowns to 3,910,294 crowns (excluding World Students News) that is to say, from 110,051 crowns monthly to 300,791. This fact may be easily understood in considering the great developments which took place within the IUS during the year, to the efficiency of most of the departments, and to the closer contact between the IUS and the member organisations. Even in considering this improvement however, we can say that we are dissatisfied with the developments of the IUS finances for the following reasons:

1. The expenditure, though much higher than that of 1947, did not reach half the amount expected in the budget approved by the Council last year. A good organisation does not consist of a reduction of expenses if at the same time there is a reduction in the activities of the organisations, but rather of a development of activities in finding the money necessary to carry them out. Those who have followed the work of the IUS closely, can realise that a great majority of the decisions taken at the 1947 Council were not carried out for financial reasons, though they were in the interests of the students. This is due to the fact that the income was less than that expected in the budget: we shall return to this point later.

2. The Executive Committee was forced to take the decision to suspend the publication of the World Student News in order to be able to carry on the other activities of the IUS, but this was a very serious question for the IUS. While our activities developed so much during the year, the Secretariat was without a newspaper or journal to publicise our achievements and to serve at the same time as a guide for the students of the world in their struggle for their future. It is a sad fact that the fundamental cause for the suppression of the review was the lack of sense of responsibility on the part of the majority of the member organisations. Although the Council agreed unanimously to continue the publication of the WSN and though the organisations belonging to the IUS seemed very enthusiastic and agreed to distribute and to pay the

costs of the review, these promises were never kept. However, we must mention the following national unions which made great efforts to sustain the publication of the magazine: Denmark, Great Britain, Poland, Rumania, Sweden, Norway, Yugoslavia and Albania.

3. In spite of the decisions of the Council which fixed the salaries for the personnel of the Secretariat from 4,500 to 7,000 crowns per month, the salaries actually paid to the members of the Secretariat were from 3,000 crowns per month, which is hardly sufficient to eat, sleep, and to take the tram from the hostel to the IUS headquarters. One can understand that these are not the best conditions for the smooth running of the Secretariat. I think that the Council should express its gratitude to those who have been working for the IUS, for a salary which does not allow them to live comfortably, far from their studies and their homes for many months or years.

4. Although there is in the IUS account 490,151, 40 crowns, the IUS went through a very serious financial crisis during the months of November, December 1947 and January 1948. The account was practically closed and the salaries were in many cases paid during the course of the month, the publication of the magazine was suspended, and many activities almost realised had to be abandoned. The firms to which we owed money (printers etc.) urged us for the payment of our debts, and from the legal point of view, since our debts were much higher than our credits, the IUS could be considered as having been in a state of bankruptcy. I recall that at a meeting of the Finance Committee in November, there was even a suggestion that all activities should be suspended in order to pay the most urgent debts. It was also suggested that the Executive Committee which was going to meet in January, to discuss the problems of the life and the struggles of the students, should also discuss the financial situation as the first point on the agenda. In spite of the gravity of the situation which can be illustrated by the following figures:

sum to be paid immediately	900,000 kcs.
money to our account	295,000 kcs.
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deficit	605,000 kcs.
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the Secretariat was confident of the support of the world's students and many of our member organisations replied immediately in the affirmative to our appeal for immediate financial aid, so enabling the Secretariat to face the serious crisis. I should like to mention here the example of the National Union of Norway which in spite of the fact that it had not yet ratified its membership of the IUS, sent an account of 15,500 kcs. as part of the fees to be paid in the case of affiliation. The seriousness of the crisis of the IUS, must make member organisations realise that not only must they fulfill their duties towards the IUS (fees, different debts and WSN) but also that they must do it regularly and in time: for example, in 1946-47, 99% of the fees were paid after the 15th March and in 1947-48, 79% were paid after the same date. There was a slight improvement in this case, from 1% to 21% paid before the 15th March, which is not sufficient to ensure the regular functioning of the Secretariat of the IUS, which is indispensable to accomplish the tasks set before it by the Council and the Executive Committee.

In relation to the contributions received in the year 1947/48 it is necessary in the first place to remark that of the 2.160.785,20

Krs received in the year 1946/47 by 11 organizations, in 1947/48 we have obtained (including in this the sums which certain member organizations have promised to pay in the next 2 months) Krs 3.916.480,50 by 20 organizations; this is proof that it is not an empty sentence to say that the confidence of the students of the world in IUS is increasing from day to day and that this confidence is translated into an increase in financial support. But nevertheless one must also remark that of the 6 millions Krs which were expected in the budget approved by the Council and which represented already a minimum for the guarantee of realisation of the plan of work of the Council, only two thirds have arrived. This must make us consider that what has been said in the Report of the Executive Committee to the Council, is absolutely justified, that is to say that the irresponsible attitude of certain of our member organizations must be seriously criticized. We should mention as examples to follow that of the National Union of Mongolian Students which has paid all its debts to the IUS, that of New Zealand which has informed us that it has collected a large part of the sum due for the dues of 1947/48, and which, during the following year, will pay all its dues. Australia can also be mentioned as it has spent in order to send a delegate to the ~~present~~ Council of the IUS, a sum corresponding to half of the total budget of the organization. The Federation of Håndus students has also aided in a decisive manner the Conference of South East Asia and the National Union of French Students which although in our opinion might have done something more to collect directly from the students the dues of the IUS, has helped us greatly in organizing University Games of Paris the Sport Conference of Lyons and the present Congress.

We must also thank all the other organizations which have carried out completely or partially their financial obligations. We must in the same time criticize the other organizations which have not paid their dues: what are the reasons for which this payment has not been made?

It is evident that the student organizations which work secretly or ~~fight~~ fight with weapons to conquer their liberty, cannot pay their dues: on the contrary, there exist in our Constitution (Section IV - G) a clause according to which we must financially aid these organisations and we must here emphasise that if we had not carried out this duty toward our comrades who fight in such difficult conditions, this is above all due to the fact that the organizations in a better position have not been willing to carry out their obligations. Some people think that the dues are too high, but we have not the authority to modify a decision taken by the Congress: in spite of the recommendations of the Council,

the totality of their dues to make an official demand of reduction. No demand has been received which makes us think that it is not the amount which keeps certain organizations from paying, but that it is on the contrary solely a lack of willingness. We can say the same thing in relation to the transfers of money. Experience has shown us that they can be made when they are desired. Therefore we think that it should be frankly stated that in the great majority of cases the failure of payment of dues are caused by a weak support on the part of the leaders of the member organizations for the activities of the IUS and to a weak awareness of the duties which the IUS has in relation to world students.

If the IUS continues to develop its activities in the ~~interest~~ interest of students, the leaders of organizations should have no difficulties in collecting from the students the financial contribution to the International Organization. Many suggestions have already been presented to the Council of last year on the methods of collecting these contributions and we do not think it necessary to add any more. But nevertheless we think it would be useful if member organizations which pay their fees would tell us of their experiences in the subject in order to give useful advice to those which have difficulty in their work.

In conclusion, it is useful to remember that our Constitution (Section VII - B) mentions the suspension and expulsion of those organizations which, without sufficient reasons do not pay their fees: up to now, the application of this clause has not been necessary but it is obvious that in certain cases it must be applied in the future if certain organizations continue to show their complete disinterest towards the IUS in not paying their fees. Here we must mention the responsibility of the Council members in this matter.

Let us now examine the particular problems concerning the balance:

#### 1) Relations between the fees and other accounts

In the 1946/47 balance (without considering the Czech government's subvention and the review) the receipts for fees totalled 2,160,785,20 crowns, and other receipts only 15,709 crowns (with a relationship of about 135 to 1); in the 1947/48 balance the receipts for fees totalled 3,016,480,50 crowns, and other receipts (excluding the subvention, the review and the relief campaign) 1,182,177,10 (the relationship being 3,3 to 1). It is obvious that though there is some improvement, the Council's decisions concerning some of the departments (sports, travel, intellectual co-operation) were not carried out because different reasons: this problem will be discussed again with the 1948-49 budget.

#### 2) General expenses

The postage and telegraph expenses are very high: 395,608,50 crowns. In fact if the Secretariat were to take more care, the expense could be cut down, but the main cause for this expenditure is

the fact that often we have to send several letters and telegrams before obtaining a reply from organisations, and that frequently we send the same questionnaire three or four times without receiving any reply. We think that our expenses could be reduced if member organisations would increase their expenditure slightly by replying regularly to the requests of the IUS.

### 3) Travel expenses.

These expenses are also very high and total 556,734,50 crowns: we think that these expenses are very justified as their increase indicates that the IUS leaders are establishing further contacts with leaders of organisations and with the mass of students and it is obvious that such an organisation as the IUS cannot be run by remaining permanently in Prague. On the other hand, it was decided at the Committee of Finance held in November, that the Secretariat members must travel 3rd class when it exists, and if visa difficulty or case of special urgency does not make it necessary to travel by plane: this decision was taken and carried out in most cases.

4) We think that sometimes the Secretariat and the various departments should economise in time and money by working in a simpler and less bureaucratic manner. In any case, we must congratulate the organisers of the technical side of the IUS who do everything possible to overcome the great material difficulties which exist in such an organisation as ours.

5) We do not think it necessary to examine in detail the balance of the different departments, although it is of great interest as this question has already been the subject of careful analyses not only from a financial point of view, in reports presented by the commissions to the Council and we think that it is in this connection that a deeper study should be made.

Before concluding, I should like to mention the following points:

1. The work of the IUS in connection with financial problems is helped tremendously by the hospitality offered to us by Czechoslovakia: I should like to mention for example the government subvention which is now granted on a permanent basis, and scholarships for foreign delegates, the support for the sanatorium and new headquarters of the IUS which the IUS obtained through the intervention of the Czech government. We must mention also the material and moral support given to the work of the IUS by the Czech students: this support, as is fully realised by the members of the Secretariat, has been increased enormously since the February events.

2. The relief campaign held about the time of 17th November, was a great success for the IUS. From the financial point of view, it must be noted that the target was 2,000,000 kcs. and that the total realised was 15,223,994 kcs, to which must be added 3,010,092,50 kcs. for the sanatorium (sum total: 18,234,086 kcs. 50). The administration fees for the collection of funds amounted to 1,085,450,90 kcs., that is to say, 5.5% roughly of the total sum, a percentage very much smaller than that of all other organisations of universities which are concerned with relief. But only a small part of the 15,223,994 kcs. reached the IUS account, and that is the negative side of the question.



3) In this balance I have omitted some very important activities of the IUS which had autonomous or semi-autonomous organisation, such as the World University Games in Paris, the South East Asian conference, the Latin American conference (in co-operation with the WFDY) and the medical congress in London etc.. This is due to the fact that the definite details have not yet reached us, and one of our future tasks therefore will be to complete the balance of the IUS as early as possible with full details, so that all activities that have taken place during the year 1947/48 within the IUS will be included in the completed balance.

### II Budget 1948/49

The budget which we present is the result of discussions held between the heads of the departments and the Secretariat: the expenditure and the receipts which figure in the report have been calculated on the basis of activities proposed to the Council in the report of the Executive Committee and of the different departments. In this way, some progress has been made over the last year, when the budget, as M. Roger stated in his report to the Council, was presented without taking into account the necessities and the plans of work in the departments. In any case, we cannot propose the formal adoption of the budget: in fact during meetings of the Council and of the Commissions, activities and projects were approved which were not mentioned in the reports of the Secretariat, and modifications were made of other activities already proposed. Thus, to mention only a few examples, the Sports Commission decided to ask for an allowance of 49,000 crowns more than the sum mentioned in the budget, to buy sport equipment for member organisations which have not the possibility of organising sport activities for financial reasons: the Press and Information Commission decided to publish the EDM in a different form from the one proposed in the initial report: the plenary session decided to unite the ESHD and the RAI. It is obvious that these decisions involve changes in the budget but do not nevertheless basically change the receipts and the expenses. Our suggestion is this therefore, that the Council accept the budget as a whole, and ask the Executive Committee to modify it in detail according to the decisions of the Council itself on the future activity of the IUS.

The general budget: The estimated expenses for the year 1948/49 will amount to 8,915,610 kcs. that is to say, nearly double the expenses of the year 1947/48 which amounted to 4,362,489,80 kcs. This increase has been necessary for the development of the IUS, for its great undertakings and to enable it to meet its responsibilities: the increase in the estimated expenditure and the other changes in the 1948/49 budget in comparison with the 1947/48 balance are mainly due to the following reasons:

1. Extension of the activities of the IUS, which necessitate the increase in the expenses of the IUS.



It is for this reason that the general expenses have risen from 1.189.306,10 Crown to 1.310.800. Those of the Secretariat from 963,846,90 Crowns 1,242.000 crowns. And the expenses of the different departments have increased in the same proportion. We can assure you thus, taking into account the great activities which the Departments of the IUS must organise in the future to carry out the decisions of the Council, the expenses which we present are reduced to the minimum.

2) In particular the increase of the expenses for propaganda which do not include only the expenses PID which have risen from 813.755.80 crowns 1.254.800 crowns, but also the publications included in the budget of other departments. We think that this increase is indispensable, because of the insufficient propaganda during last year for our campaigns and this was judged by the Council as being one of the greatest force of the IUS. This fault must be corrected. Moreover, we must make a purely financial remark; it is obvious that our member organisations will succeed in collecting the fees (which constitute 2/3 of our receipts) as soon as students understand the necessity of helping an organisation which can satisfy their demands and which fights for their interests, that is to say as soon as the activity of the IUS is accompanied by suitable propaganda.

3) Establishing of all the departments of IUS; in 1945 -47 only four departments functioned more or less regularly, in 1947 -48 all the departments had some activity; in any case some of them in particular the sports, the intellectual cooperation department (Excluding the Faculty Bureau) and the ISHD functioned absolutely irregularly. But on the other hand if the IUS must be the organisation which is to popularise and solve all the problems concerning the life of the students, all its departments must be in a suitable state to meet all these necessities and therefore the IUS must assure financial help for their development.

4) The travels of the members of the Secretariat and of the departments and also of the special IUS Commissions must be increased for the obvious reason illustrated by the examples given in the membership report presented to the Council; The amount of 516.000 crowns estimated in the budget compared with the 556.724.50 crowns spent during the 1947-48 and to the necessity of our work in certain parts of the world such as South East Asia, North America and Africa; this is obviously insufficient and must be increased in the final publication of the budget.

(-/- sity of developing)

5) Among the expenditure are 810.510 crowns for unexpected expenses; this number as is usual in the presentation of budgets of organisations which like the IUS cannot foresee definitely all expenses is estimated at 10% of the total expenditure; but this figure can be revised so that new suggestions, from the Council can be included in the budget without changing the general balance of the budget.

6) In the 1947-48 balance the salaries of the student leaders and of the technical personnel constituted 30% of the general expenditure. In 1948-49 the salaries rose to 33% which shows a slight increase of percentage. It must be noted that 1947/48, although in the budget approved by the Council of 1947 the salaries of the student leaders were the same as in the 1946-48 budget, they only receive an average salary of 3000 crowns a month which is absolutely insufficient; Although at the beginning of financial year it will be difficult to pay the salaries estimated in the budget because of the insufficient amount of money that in our account, we think that we must decide on an immediate increase of least 1000 crowns a month for the salaries paid up to now and we must try when financial conditions will allow to pay salaries which enable the staff to live comfortably and which will lead to a better output of work. This will also allow the Secretariat to examine very carefully the important question of the efficiency of the technical personnel and student leaders; although the efficiency is already quite high, we must take all the necessary measures to improve it still further so that with few personnel we can plan more activities and so increase the possibilities of the work of the leadership in avoiding all waste of energy.

#### Receipt of the IUS

These amount to a total 12,680,493.70 (not including the balance of which brought forward from the year before, the subvention and the Government scholarships) - 6 million are supplied by fees and 1,638,500 by the receipts from the different departments.

With regard to these figures, it is necessary to make several remarks; 1) The figure of 6 millions for fees, for the next year was established on the basis of the increase of receipts for 1946-47 and 1948-49 (for about 2 to 4 millions) and on the increase of the support given to the IUS by the students of the world; we have also taken into account the increase of the number of our member organisations and the number of students in the majority of these organisations. We have fixed a number which is the absolute minimum for the accomplishment of the great tasks planned by the Council and which really can be attained and even surpassed thanks to a mutual effort of our organisations.

2) The relation between the fees and other receipts does not correspond to the recommendations made last year by the Council (and which are still valid) and according to which the receipts of departments should constitute a more important part of the total amount of receipts. One must notice particularly that during first two years the receipts from the fees did not suffice to ensure a normal functioning of the IUS and that to be able to undertake great activities, it is necessary to form a firm foundation which can be kept alive only by fees. One must also consider the fact that it is necessary to have good experience of organisation which cannot be attained without a long

period of work which may not bring in any profit at the very first. In any case, we think that certain departments should be much more to include in their programme activities which will raise money or which will at least cost anything and that the success of these as of other enterprises depends on the way in which they correspond to the needs and interests of the students and on the support given by member organisations. We must still develop the direct collection of money by all possible means which have already been suggested in the report from last year and which have hardly ever been applied; certain of them have been shown to be especially useful in the experience of the WFDY.

It is obvious that in the future the fees must represent less important percentage of the total number of receipts, considering that the fees must arrive at a certain limit, and therefore can only increase in a limited manner whilst our activities must increase tremendously if we want to fulfill our responsibility toward the student world. It is absolutely necessary that all the activities and initiatives which can raise money must be increased.

Other activities - It is now necessary to recall that the budget which we are presenting constitutes only one part of the activities of the IUS in the year to come. There are other activities of a separate administration and of great importance (but which depend nevertheless on the financial department of the IUS) which cannot be included in the budget. And in any case from the financial point of view there are included in the outline of the IUS and will be included in the balance which will be presented to the next Council. These are in particular:

- 1) The World Students Festival, a fundamental activity of the IUS to be held next year which must be financial self-supporting and if possible profitable concern.
- 2) The World University Winter and Summer Games will be of necessity financial loss to the IUS; their deficit will in any case be made up owing to the help of the Czech and Hungarian Governments.
- 3) For the Conference of Young Writers and Journalists, the CTAD Conference, the International Brigades to Viet Nam and Indonesia, for the WSHD Conference, for the Architectural Conference, and the figure which corresponds to the estimated deficit is included in the budget. It is obvious however that the total balance of these activities will be much greater than this figure.
- 4) The IUS Sanatorium will have from now on a self-supporting administration which is not included in this budget.
- 5) The relief campaign and all relief campaigns in general are not included in the budget. We cannot yet give any approximate figure as these figures depend on the arrangements made by the different national organisations. We can nevertheless make two recommendations: that the sum collected last year should be greatly surpassed and that

- 10 -

The great majority of this money and of the gifts received should be given directly to the IUS which will distribute them according to the decision of the Council.

In regard to other departments. It is not necessary to consider every part of the budget, but it is necessary nevertheless to consider the budget of certain departments

1) ICD - a sufficiently high amount was granted to this department, the highest (considering the difference between the expenses and the credits) after the amounts granted to the PID and this is entirely justified considering the importance of its work. In any case, the figure estimated for the cultural activities which include exchange of theatre groups vocal, dance groups, art exhibition, meetings, literary activities etc. is obviously too low (expenses: 50.000 crowns credits 60.000 crowns) It is necessary for the ICD to develop this activity according to the decisions of the Council without changing the general balance of the budget of its own department.

2) PESD - Its budget is the lowest (after that of the finance department) amongst all departments because next year its principle activity would be the University Games which as has been said already will have a special budget. In the year 1949-50 in which the Games will not take place the PSD will have a more stable budget which will allow it to carry out the plans already decided by the Council Commission.

3) PID - the budget of this department must be modified completely to correspond to the decisions of the Council in order to be able to republish the World Student News. This decision and that of editing other publications presents an extremely serious problem to all our organisations. If during the course of the first year of our activity, there was a deficit of 2 million crowns, this was due to a large part of the member organisations which did not distribute the **prints**; it is for the same reason that the unhappy decision had to be taken to suspend the publication of the WSN in January 1948. The decision to publish a series of Magazines of which WSN must be the most important, must force all our organisations to take the responsibility for the distribution, if all our publications remain in the offices of the national unions and do not reach the mass of the students, it will be completely useless to attempt to organise, and there will be a financial crisis within the IUS instead of consolidation. We have complete confidence in the support of all the students of the IUS and of the WSN Magazine which is our official publication, and we are sure that all our organisations will do every thing possible to ensure that the voice of the IUS reaches the students and that all our publications are distributed and paid for regularly. That is an essential factor in the development of our organisation.

#### CONCLUSION

The finance department appeals to all the organisations because it seriously thinks that the financial problem is of vital importance for the future of IUS. One responsibility in particular rests on the members of the Council and on the leaders of national unions. The principle tasks you must fulfill to show your support to the International Union of students

11

are the following:

- 1) payment of fees ; it is necessary the maximum amount as soon as possible.
- 2) To raise money to support our relief campaign
- 3) to distribute rapidly and to obtain immediate payment for the WSN and of other publications.

In conclusion, I should like to thank the Finance Committee for the constructive help which it has given to the solution of our economic programme, and I should like to greet and to thank in our name and in the name of the entire Council, Joseph Roger, President of the Finance Committee who has now finished his studies and who will therefore abandon this heavy task. Roger has contributed greatly to the creation of the International Union and to its work from 1945 up to this day. That which he and others have created and which all other students of the world sustain by a difficult struggle and by all their wish, must become increasingly great and strong. Financial consolidation must be one of the principle objectives, common to all for without this all our work would be built on sand.

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I N D E X

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Finance Report

General IUS Balances

IUS Balance ( 15/7/1947 - 15/8/1948)

Annexes to IUS Balance :

Debtors

Creditors

Affiliation fees

Incomes and expenditures

Summary IUS Balance (divided into the main headings)

Balance IUS Sanatorium

Relief Campaign

IUS Budget (15/8/1948 - 15/8/1949)

Annexes to IUS Budget :

Incomes and expenditures

Summary IUS Budget (devided into the main headings)

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GENERAL IUS BALANCE 1947/1948

	<u>INCOMES</u>	<u>EXPENDITURES</u>
IUS Balance ( Page 2)	6.092.483.50	4.362.489.80
IUS Sanatorium (Page 12)	3.010.092.50	1.085.450.90
Relief Campaign (Page 13)	15.223.994. -	15.223.994. -
	<u>24,326.570.-</u>	<u>20.671.934,70</u>



IUS BALANCE SHEET  
( 15.7.1947-15.8.1948 )

ASSETS

Cash and banks	490.151,40
Fixed capital (furniture etc)	124.345,60
Stock of paper	97.373,50
Debtors (AN N A)	1,951.170,70

-----  
2,663,041,20  
=====

LIABILITIES

Creditors (Ann.B)	933.047,50
Profit	1729.993,70

-----  
2,663,041,20  
=====

ACCOUNT OF LOSSES AND PROFITS (ANNEX C)INCOMES

Affiliation fees	3,916,480,50
Department activities	787,758,80
Czech Government sub- vention and scholar-	993,825,90
ships to foreign dele-	394,418,30
gates to foreign dele-	
gates	394,418,30
Sundries (1)	

-----  
6,092,483,50  
=====

INCOMES 6,092,483,50

EXPENDITURES 4,362,489,80

-----  
PROFIT 1,729.993,70  
=====

EXPENDITURES

General expenses	1,189.296,10
Secretariat	963.846,90
Finance Dept.	136.005.-
PESD	103.284.-
BSEAC	151.219.-
PID	812.755,80
CTED	559.311,90
ICD	243.177,20
RAD	89.518.-
ESHD	114.075,90

-----  
4,362,489,80  
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(1) 379.802,80 out of the 394,418,30 Kcs is derived from the debt of IUS to the International Preparatory Committee, and which, by decision of the Executive Committee in Bucarest and in agreement with the present members of the IPC has been definitely retained by IUS.

ANNEX A

## 1) Certain debtors:

DEBTORS

6

## a) Various debtors:

Czech Government for scholarships	62.340.-
Social insurance for advanced pay- ment	25.607.60
Czech firms for advanced pay- ment for IUS	2.036.90
Czech firms for advanced pay- ment for World St. News	7.207.20
Deposit in Bank	5.000.-
WSR for loan to Mr. Godvin	575.-
Czech Youth NU for St. Identity Card	4.500.-
	<u>107.266.70</u>

## b) member organisations (1)

Albania for membership fees	1.301.-
Bulgaria for membership fees	162.250.-
for WSN	19.530.-
for microscope glasses	1.100.-
Hungary for membership fees	190.000.-
for WSN	3.500.-
remainder from OTTB conf.	1.808.-
loan to Mr. Winter	1.200.-
for reduction cards	380.-
Poland for membership fees	152.000.-
Rumania for membership fees	368.567.-
USSR for membership fees	833.016.-
for WSN	24.320.-
Yugoslavia: for membership fees	28.657.-
for WSN	5.275.-
New Zealand: for membership fees	50.000.-
Great Britain: loan to Mr. Wood	500.-
Intern. Stud. Identity Card	500.-
	<u>1.843.864.-</u>

(1) For Bulgaria, Hungary, Rumania, the figures here mentioned do not correspond exactly to those who are in the column "It will be paid" of the annexe concerning all the organisations; this is because there are included also debts that organisations have for 17 mov. badges not included here because they are in heading "debtors" of Sanatorium Balance Sheet.

- 4 -

ANNEX B

"Creditors"

Students property Admin. for	
Titova Kolej (Council 1947)	156.546,60
WEDY	128.928,70
Italian Coordinating Committee	
(rencontre)	10.865,60
All Indian Students Federation (con-	
tribution to S.E.A. Conference)	45.900.-
Mongolian NUS	31.400.-
Czech NUS	1.360.-
Trieste St. Fed.	300.-
Printers: Ziegner for Handbook	77.153,90
Orbis for WSN	33.476,30
Svoboda for WSN	22.328.-
Obligations for WSN subscriptions	
in Czechoslovakia	41.726.-
Colonial Fund (for money sent by	
Polish Fed)	69.770.-
Personnel Fund (i)	227.762.-
Hospitality Fund (I)	84.050.-
Various little creditors	<u>1.482,40</u>

933.047,50

=====

(2) As Mr. Grohman and the other foreign delegates have received a salary of about Kcs. 3000 per month instead of that fixed in the budget, there was a credit to which they have renounced in favour of this fund.

A. his

Annexe B

Affiliation fees

Affiliation fees 1947/48 paid :

Albania	61.709,=
Bulgaria	158.035,=
Czechoslovakia	249.235,=
Denmark	37.884,=
England	204.598,20
Hungary	48.266,=
Mongolia	80.000,=
Norway	10.000,=
Romania	5.500,=
Scotland	8.057,80
Sweden	27.738,=
Poland	103.100,=
USNSA	12.462,50
AYD	600,=
AIMS	13.207,=
USSR	824.574,=
Thiess	1.000,=
Jugoslavia	146.093,=
Italy	36.250,=
China	11.500,=
Australia	5.000,=

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 2.131.689,50

 Affiliation fees 1947/48 that will be paid  
 (see annexe A page 3)

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 1.785.791,=

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 3.916.480,50

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- 5 -

ANNEXE C

## EXPENSES

## INCOMES

GENERAL EXPENSES

Upkeeping of bureaux and furniture	52.380.40	
Office material	96.565.20	
Repairs of typewriters	17.750.80	
Postage	292.729.50	
Telegraph	101.879.-	
Telephone	66.608.-	
Running cost of car	69.454.40	
Bank charges for change etc	3.515.10	
Miniograph exp.(minutes etc)	105.421.70	
Renting of bureaux (Vojteska)	30.000.-	
Personnel and hospitality funds (1)	299.982.-	
Sundries	53.010.-	
	1.189.296.10	1.189.296.10

Secretariat

President of the IUS	47.950.-	
General Secretary	46.700.-	
Members of E.C. with special functions	38.450.-	
Salaries of employees in the Secretariat	132.245.10	
Salaries of foreign corresp.	168.820.-	
Salaries of translators	25.925.-	250.-
Salaries of auxiliary employees	53.662.50	
Overtime	33.298.60	
Social insurance	23.648.-	
Travel expenses	335.917.70	
Garden Party (it rained)	55.700.-	27.350.-
Sundries expenses of the Secretariat	1.530.-	
	963.846.90	27.600
		936.246.90

INCOMES

Head of the depart	11.900
Organiser of the dept	7.500
Accountant	37.430
Cash-clerk and Czech corresp.	49.725
Overtime	10.547
Social insurance	7.903
Travel expenses	11.000

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136.005

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136.005
Central Travel and Exchange Department

Head of the department	42.000	
Travel organiser	22.000	
Assistant Travel Organiser	45.000	
Secretaries	42.991.50	
Social insurance	7.302.-	
Travel expenses	23.973.70	
Sundries	315	
Publications	1.193.70	
Balkan Tour	266.457.10	238.850.50
International Brigades	78.535.90	94.215.-
Excursion (organisation of 1946/47)	25.189.80	90.800.-
International Student Identity Cards	4.353.20	26.650.-

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359.311.90

---

449.715.50

---

109.596.40
Intellectual Cooperation Department

Head of the Department	42.000.-	
2 heads of bureaux	45.000.-	
Secretary	36.947.50	
Social assurance	5.694.-	
Travel expenses	29.794.30	
Conferences	70.000.-	
Correspondence Bureau	13.741.40	1.710.-

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243.177.20

---

1.710

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241.467.20
Relief and Assistance Department

Head of the Department	50.500
Secretary	16.500
Social insurance	1.921
Travel expenses	20.597.

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89.518

	Expenses	Incomes
<u>Physical Education and Sport Department</u>		
Sport Experts Conferences (Prague)	11.593.20	
Sport Conference (Lyon)	16.830.-	
Travel Expenses	740.860.80	
		<u>103.284</u>
<u>Bureau of Students Fighting against Colonialism</u>		
Salaries for 2 representatives	47.000.--	
Social insurance	6.996.20	
Participation to SMA Conference	92.222.80	1.000.-
	<u>151.219.-</u>	<u>1.000.-</u>
		<u>150.219</u>
<u>Press and Information Department</u>		
Head of the Department	33.500.-	
Organiser of the Department	61.550.-	
Correspondent	26.945.-	
Salaries for employees	45.000.-	
Social insurance	11.538.-	
Subscription for magazine	1.230.90	
Films	28.763.60	
Handbooks (For Youth Festival)	146.766.50	97.722.50
W&N	452.195.80	154.165.80
Travel Expenses	5.266	
	<u>812.755.80</u>	<u>251,888.30</u>
		560.867.50



Economic Social and Health Department

Head of the Department	22.840.-		
Secretary	7.000.-		
Social Insurance	1.391.-		
Travel expenses	55.315.-		
Student rest home (Marianske Lazne)	25.029.90	55.845.-	
First expenses for preparation Nov. 17th	2.500.-		
	-----		
	114.075.90	55.845.-	<u>56.230.90</u>

## SUMMARY OF BALANCE CONSIDERING THE PRINCIPAL HEADINGS

	Salaries foreign deleg.	tech. pers.	Press & inform. material	Confe- rences & meet.	Travels	Sundries	Total	Incomes
Secret.	133.100	437.599			335.917	57.230	963.846	27.600
Fin.dep.	11.900	113.105			11.000		136.005	
P.I.D.	33.500	145.033	628.956		5.266		812.755	251.888
CTED	42.000	117.253	1.193		23.973	374.851	559.311	449.715
BSFAC	47.000	0.996		97.222			151.219	1.000
ESHD	22.840	8.391			55.315	27.539	114.075	55.845
RAD	50.500	18.421			20.597		89.518	
ICD	87.000	42.641		70.000	29.794	13.741	243.177	1.710
PESD				28.423	74.860		103.284	
G n.exp. & inc.			105.421			1.083.874	1.189.296	5.304.724
Total	427.840	889.460	735.572	195646	556.724	1557.226	4.362.489	6.092.483

For technical reasons, cents have been withdrawn.

Assets

Cash and banks .....	1.799.625,50
Investments .....	45.596,40
Debtors .....	79.419,70
	<u>1.924.641,60</u>

ACCOUNT OF INCOMES AND EXPENDITURES

INCOMES

Collection of money in Czechoslovakia, dancing evenings, etc.....	1.894.984,30
Selling of badges .....	158.576,--
Bazar in Prague .....	896.992,20
Money collected abroad for sanatorium .....	46.260,--
Sundries .....	13.280,--

3.010.092,50

EXPENDITURES

Expenses for collection of money in Czeco., dancing evenings, etc....	93.408,60
Expences for badges ...	115.968,--
Expences for bazar ...	506.452,10
Salaries for sanatorium personnel .....	115.184,80
Rewards for work of brigadiers .....	192.319,10
Post and telegraph ...	5.057,70
Administration expences material, sundries ...	32.606,60
Expenses for transports and cars .....	24.454,--

1.085.450,90

INCOMES .....	3.010.092,50
EXPENDITURES ..	1.085.450,90
PROFIT .....	<u>1.924.641,60</u>

Note : It is not included in this balance the equipment material given for the Sanatorium by the Czechoslovak Government.

INTERNATIONAL STUDENT DAY RELIEF CAMPAIGN

## Collected in :

U.S.S.R. ....	12.720.000.--
Poland ....	1.800.000,--
Romania ....	666.666,--
Bulgaria ....	327.865,--
Yugoslavia ....	115.000,--
China ....	100.000,--
Norway ....	70.210,--
India ....	48.000,--
Great Britain ....	43.400,--
France (Lyons only) ..	15.553,--
Monaco ....	14.630,--
Italy ....	2.670,--

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Kcs ..... 15.223.994,--

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Note : In Czechoslovakia it has been collected 1.000.000 Kcs that have been put among the incomes in Sanatorium Balance : also the expenditures for the campaign (badges, posters, etc...) that have been paid with money collected in Czechoslovakia, have been considered in Sanatorium balance here joint.

IUS BUDGET (15.8.1948)  
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EXPENCES

INCOMES

Profit from proceeding year		1.729.993.70
general expences	1.310.800	
Secretariat	1.242.000	
FD	237.200	
PID	1.254.800	205.500
LTED	797.400	631.500
BSEAC	481.000	
ESHD	352.800	35.000
RAB	857.300	678.500
ICD	757.000	88.000
TESD	294.800	
Council 1948	220.000	
Council 1949	300.000	
Czech Government Subvention		900.000
Czech Government scholarships		400.000
Membership fees		6.000.000
Reserve for unestimated		
expenditures	810.510	
	<u>8.915.610</u>	<u>10.668.493.70</u>
	=====	=====

Estimated incomes	10.668.493.70
Estimated expences	<u>8.915.610.---</u>
Estimated profit	1.752.883.70
	=====

Upkeeping of bureau	5.000	60.000
Lighting and heating	1.500	18.000
Office material	10.000	120.000
Repairs of typewriters	1.500	18.000
Postage	30.000	360.000
Telegraph	10.000	120.000
Telephone	6.000	72.000
Running costs of cars	4.000	48.000
Bank charges for change etc	400	4.800
Mimeograph expenses (minutes)	15.000	180.000
Sundries	5.000	60.000
Alteration and equipment		100.000
Executive Committee meetings (3)		150.000
		<u>1.310.800</u>
		=====

## Secretariat

President of the IUS	7.000	84.000
General Secretary	6.000	72.000
One member of EC	5.000	60.000
One organising Secretary	6.000	72.000
Assistant ORG. Secretary	4.500	54.000
Secretary to the President	4.500	54.000
Secretary	4.000	48.000
Czech correspondent	3.500	42.000
Secretary for filing and deposit	3.000	36.000
Two foreign correspondent	8.000	96.000
Four translators	16.000	192.000
Responsible for mail	3.000	36.000
One staff for mimeograph	2.500	30.000
Overtime	3.000	36.000
Social insurance	2.500	30.000
Travel expenses	24.000	288.000
Sundries	1.000	12.000
		<u>1.242.000</u>
		=====

## Finance Department

Head of the Department	5.000	60.000
Accountant	4.500	54.000
Cash clerk and Czech corr.	4.000	48.000
Part-time foreign cons.	2.000	24.000
overtime	16.000	192.000
social insurance	600	7.200
Travel expenses		12.000
Finance Committee Meeting(2)		20.000

		One month	12 month	Incomes
Press and information Department				
Head of the dep.				
/editor in one language/		5.000	60.000	
Three editors for other languages		13.500	162.000	
Two secretaries for 4 languages		8.000	96.000	
Technical ed., organiser				
/publicity/		4.000	48.000	
Artist		4.000	48.000	
Insurance		900	10.800	
Monthly bulletin		6.000	72.000	
Propaganda material		5.000	60.000	
Recordings			50.000	
Five special publications			250.000	62.500
Quarterly paper/4 ed. for the dif-				
ferent languages, 4.000 copies				
each languages/			196.000	98.000
Wall newspaper/monthly in 4 languages				
5.000 copies in total/for 9 months				
1/3 of expence paid by NUSS/			135.000	45.000
Conference of young journalists and				
writers			30.000	
Travel expences			12.000	
Subvention to New-Zeeland for IUS				
publicity		25.000		

-----  
1.254.800 205.500

Central Travel and Exchange Department

Head of the department		5.000	60.000	
Travel organiser		4.000	48.000	
Two secretaries		7.500	90.000	
B rigades, travels/special trains				
and busses/			465.000	481.500
Insurance		700	8.400	
Travel expences			36.000	
Annual conference			50.000	
International Students Identity				
card/selling of 3.000/				150.000
Publicity			40.000	
			797.400	631.500

Bureau of Students Fighting against Colonialism

Head of the department		5.000	60.000	
Two other colonial representatives		9.000	108.000	
Secretary		4.000	48.000	
Insurance		500	6.000	
Monthly bulletin		5.000	60.000	
Publications			75.000	
IUS subvention to medical and working				
brigades to Indonesia and Viet-Nam			100.000	
Travel expences		2.000	24.000	
			481.000	



Economic, Social and Health Department

Head of the Department	5.000	60.000	
Secretary	4.000	48.000	
Special worker /medical students	4.000	48.000	
Insurance	400	4.800	
Monthly Bulletin	3.000	36.000	
Special publications		100.000	25.000
Conference		20.000	
Travel Expenses		36.000	
Incomes from Marianske Lazne		-----	<u>10.000</u>
		352.800	<u>35.000</u>

Relief and Assistance Department

Head of the Dept.	5.000	60.000	
Secretary	4.000	48.000	
Special worker /relief adm/	2.500	30.000	
Insurance	400	4.800	
Travel expenses		36.000	
International Students Day Campaign		678.500	678.500
		-----	-----
		857.300	<u>678.500</u>
		=====	=====

Intellectual Cooperation Department

Head of the Department	5.000	60.000	
Another member of EC	5.000	60.000	
Central Secretary	4.000	48.000	
Heads of Bureaux /MFB, AFB, EFB, Agr. FB/	18.000	216.000	
Two secretaries for all bureaux	6.000	72.000	
International Corresp. Bureau:			
(Salary per assistant	2.000	24.000	
Other expenses )		6.000	10.000
Insurance	1.000	12.000	
Cultural activities		50.000	60.000
4 Quarterly bulleting		80.000	
Special publications		75.000	18.000
One faculty Conference		18.000	
Travel expenses		36.000	
		757.000	<u>88.000</u>
		=====	=====

Physical Education and Sport Department

Head of the Department	5.000	60.000
Organising Secretary	4.000	48.000
English-French Secretary	4.000	48.000
Insurance	400	4.800
Monthly Bulletin	4.000	48.000
Three Conferences		50.000
Travel Expenses		36.000
		294.000

/1/ The additional unknown collected money will be distributed for relief

/2/ By winter and summer games there will be probably a profit but it is not yet possible to have exact ideas on the amount.

## SUMMARY OF BUDGET CONSIDERING THE PRINCIPAL HEADINGS

	Salaries foreign deleg.	techn. pers.	Press & inform. material	Confer. & meet.	Travels	Duties	Total	Incomes
Secret.	216.000	726.000			288.000	12.000	1.242.000	
Fin.dep.	60.000	145.200		20.000	12.000		237.200	
P.I.D.	222.000	202.800	788.000	30.000	12.000		1.254.800	205.500
CTED	60.000	146.400	40.000	50.000	36.000	465.000	777.400	631.500
BSEAC	168.000	54.000	135.000		24.000	100.000	451.000	
ESHD	60.000	100.800	136.000	20.000	36.000		352.800	35.000
RAD	60.000	82.800			36.000	678.500	857.300	678.500
ICD	336.000	156.000	155.000	18.000	36.000	56.000	757.000	88.000
PESD	60.000	100.800	48.000	50.000	36.000		294.800	
Gen.exp. & inc. (1)			180.000	150.000		909.800	1.310.800	9.029.993
Council reserv. E.C.& unestif.						810.579	1.330.510	
Total	1.242.000	1714800	1482000	8883000	516000	3702310	8.215.610	10.668.493

(1) fees, subventions, etc...

# CONSEIL-INFORMATIONS

## CONSEIL DE L'U. I. E. - PARIS 1948

### EXECUTIVE COMMITTEE REPORT

We have met to examine the work of the IUS during the past year. This work was by no means easy. Letters, events, and peculiar meetings indicate also our work here may not be too easy and that elements which place their own interests above those of the united international student movement will make themselves felt here. The more we come into contact, the more we get to know each other and find that sincere young people with united interests are assembled here; the stronger grows my feeling that my greeting: "Be blessed everyone who comes with good intentions", applies to everyone of you.

In weighing up our work, I hope that I need not stress that the main function of the International Union of Students is, has been, and will be the fight for the creative development of the young intelligentsia. At the same time, we must realize that the term "student" as applied to each of us is only a temporary one. All the activity and striving of each student is concentrated on his career and his future place in society; consequently, the national unions and the International Union of Students would betray their functions if they did not accept this fact. It must be clear that the students of today cannot form a privileged group with special rights, but that they have responsibilities and duties towards society as a whole. In fulfilling these tasks, they are inevitably confronted with the economic, social and political situation of the world.

### STUDENTS IN THE PRESENT WORLD SITUATION

For us as young people who have experienced this past war, it is clear that the prime factor governing further development of young intelligentsia is the maintenance of a real and just peace. We are still far from this ideal. In many parts of the world war is still raging. The outstanding example how students have met their responsibilities is the united protest of the Chinese student movement, which to a man stood up against the continuance of the outrageous war in China. The Kuomintang Government has attempted to destroy this movement by striking at its base and attempting at each university to prevent local student elections from taking place, by intimidating the students, by arresting the democratic candidates, or by replacing the elected student councils with Kuomintang appointees. At the same time, this Government attempts to discredit the student movement. The Ministry of Education and the university authorities try to denounce the organization as a political party movement. Yet in spite of this, the mass of students support the organization and continue to elect their own candidates in the university election, not questioning their political or religious affiliations and maintaining a wonderful spirit of unity. We should note, in passing, that the National Student Federation of China, although declared illegal, has organized a total of 500,000 students, or 80% of the students in Kuomintang China.

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It must clearly be understood that the student movement in China is the victim of this fierce suppression because the students in mass are claiming that the Government and the Civil War cease using fascist methods of oppression and establish peace and democracy in their country. These students are well aware that their poverty, their educational problems, their inability to reconstruct their devastated country, arise from the continuance of the civil war policy of the Kuomintang. They also denounce the avowed financial and military assistance to Chiang Kai Shek, a policy of intervention which they recognize as the chief factor permitting the prolongation of the civil war, which the Chinese students, together with the rest of their people, oppose. Intimidation and brutalities hang directly over the head of each individual Chinese student. For the crime of visiting their fellow students in a nearby college, and on the suspicion that their friendly intercourse might be politically dangerous, a group of students were waylaid by Kuomintang police late on the evening of May 4th this year. They were bashed with clubs and three students seriously injured. Their bloodstained clothing, handed to the IUS representative Carmel Brickman in Shanghai three days later, is in evidence in our exhibition at this Council.

Here we are led to think of the national budgets of the government which enable the continuance of this war. In Kuomintang China, 80% of the national budget is devoted to the armed forces and 3% only to education. Chinese students do not only face threats and repression from their own government. Recently when they protested against America's rebuilding Japan at the expense of other Far Eastern nations, U.S. Ambassador Stuart stated publicly that students opposing American policies "must be prepared to face the consequences of their actions". Next day, 44 students were arrested and police action against students intensified.

In the liberated areas of China, many thousands of students have assembled to rebuild their university life and to work in reconstruction and the struggle for democracy. By their work against illiteracy and their will to build the prosperity of their people and make a full contribution to their national culture, they are fulfilling their duties towards society.

A similar situation exists in all colonial, semi-colonial and dependent countries where students, together with the rest of the population, are, arms in hand, fighting for their national independence or ridding themselves of the remnants of foreign domination. Let us see what influence these forces have on the intellectual life of the countries concerned. Imperialist authorities are not interested in giving cultural opportunities to youth. Therefore the whole educational system is completely inadequate, the main aim being to train administrative officers to carry out orders of administrators. For instance, in Burma there is only one medical school for a population of 17,000,000 people. In Indonesia, there is only one doctor for every 100,000 people. As far as illiteracy is concerned, the situation in these countries is indescribable. At the time of the formal end of the British rule in India, 80% of the population were illiterates. In contrast to this, in the very short time of its independence, from 1944 to 1947, Viet Nam reduced its percentage of illiterates from 85% to 40%, a special organization being formed for elimination of adult illiteracy. In the New Republic's past year, 60,000 anti-illiteracy classes were organized, in

- 3 -

which 50,000 teachers taught reading and writing to two and a half million people. Vietnamese students played a leading part in the drive against famine; they cleared out the university gardens, replacing flower beds with crops of potatoes and maize. Working together, the students and the youth with their people increased the entire food output. Rice production alone increased by 150%, and the republic emerged triumphant over starvation.

Great developments have taken place in Burma and Malaya during the last few months. In Burma, as a result of suppression of liberties, several student and youth leaders were arrested; four important members of the All Burma Students Union have been put behind bars.

In Malaya, a full-scale colonial war started some months ago. The British army has been stationed all over the country; the colonial authorities have outlawed all democratic organizations, including the Malayan New Democratic Youth League, with a membership of 25,000. A reward of £ 15,000 has been offered for the heads of the leaders of this movement, one of whom, Lee Soong, was present last year at the IUS Council meeting.

In Kuala Lumpur, 45 students and teachers were arrested. 30 students of Ping Lang University were also arrested.

In Egypt, the democratic students are constantly persecuted. Our Council member, Miss Inji Efflatoun, was recently arrested on charge of maintaining contact with IUS.

According to the latest news received by the IUS, one third of the students of the Jerusalem University have been killed in the war in Palestine.

In giving examples, I need not even go so far afield. Here in Europe the creative development of the young intelligentsia is being, in many places, hindered by war or by preparations for war. In Greece, the material conditions of students have further deteriorated as the result of the continuance of civil war and constant inflation, which have further extended the severe damage and disorganization widespread at the end of the German occupation. The Greek students, who formed the central nucleus of the democratic youth organization, EPON, are threatened by the present situation both with regard to their studies and to their civil rights. Scientists and professors who were leaders of the anti-Nazi resistance and who are known democratic opinions have been dismissed from their posts. It is some time now since the Medical Faculty of the Athens University was closed. The official reason given was lack of funds; evidently the Greek government is able to find more and more money for war but not for essential education.

The reservation of students during their courses has been cancelled so that they are now forced to enroll in the army before their courses are finished. Students suspected of holding other opinions are arrested; more than 50 students being arrested on Christmas eve, 1947, and deported to Ikrria. Council members of the student societies have been arrested on the university premises and tortured in order to force them to sign denunciations of the organizations to which they are supposed to belong.

- 4 -

The leaders of the student section of EPON are working underground and facing constant danger. The basis of the educational system is attacked by the application of a system of political certification, demanded of all families before a young person is permitted to take State examinations. Thus, the features of the situation are indicated by the suppression of the student movement arising out of its stand for the freedom of education and its participation in the struggle of the Greek people for freedom, independence from foreign influence, and democracy.

In Spain, we find an equally unhappy position. It has been estimated that 500,000 people have paid with their lives for their political convictions under Franco's rule. Today, over 120,000 persons are detained for political reasons, in 28 prisons and 103 concentration camps in Franco Spain. Students do not escape the effects of this situation. The former student leader, Julio Navas, for whom the IUS and its member organizations tried so hard to get a fair trial, was garrotted in most unseemly haste. Fourteen students were arrested in Madrid last December for attempting to work on behalf of the Republican students organization UFEH and condemned to severe terms of imprisonment, although their activity was completely peaceful. The distinguished professor, Zorua, on whose behalf many international organizations protested, was executed after a trial in which defence counsel had only four minutes to plead his case. His body was thrown on a refuse dump, his relatives not being permitted to collect it and give him a decent burial.

Leaving Spain and crossing Europe, we find a very much different picture. In many European countries, students are facing very difficult conditions. In England, student voices of protest are being heard more and more. In the University College Newspaper, we find that at Reading University, 85% of the students cannot get through the year on their grants and nearly all of them have to work during vacations. As a result of the inflation, the fees were raised as well as the rents and general living costs. These expenses went up in 25 English universities and colleges, for example at Cambridge, where they went up by 30%, and Durham, where they increased by 20%. Students therefore are appealing to the Government to increase the grants and lower student expenses, under the leadership of the British National Union of Students.

Also the French students are facing similar difficult conditions, and the French NUS has during this last year organized a series of campaigns for their betterment, even intervening in Parliament.

In Italy, the situation is no better. In addition to the high prices brought about by inflation, the student is weighed down by enormous taxes, and the doors of learning and culture are thus closed to the great majority of the youth of Italy. In the universities, the staffs are underpaid. There are insufficient allowances for equipment. There is a great problem of unemployment for young intellectuals at the end of their studies. Unemployment in Italy has increased in the last four months from 1,900,000 to 2,360,000. It is not hard to understand how this will affect the future of Italian students.

The housing problem is almost completely neglected - for instance, in Rome, only one student hostel exists, with 175 places, and the number of students is 40,000.



The students have reacted with energy to such a situation, and in most of the universities have conducted strikes, asking above all for a reduction of the recently-increased fees; this movement was directed by our member organizations in Italy.

Moving to Austria, we find a series of curious paradoxes. Students are being semi-officially encouraged to emigrate, yet there is a proposal to give 600,000 displaced persons Austrian citizenship. On bookstalls can be found quantities of film magazines, cheap romances, and imported pornography. Text books for students, however, are in very short supply.

Distinguished Professor Ebert, at the end of last term, told his students that the Science Faculty in Vienna might have to close down for lack of funds. He asked for student support for efforts to keep the Faculty open. The leaders of the students' faculty organization did nothing, however.

Turning to Germany, we see that students in Western Germany have suffered great losses by the monetary reform. Even before, the situation was bad enough. In June, 1,300 students demonstrated against starvation in Munich. In Hanover and Braunschweig, 2,000 technical and veterinary students gathered in front of their provincial parliament of lower Saxony and demanded financial aid. This was the only possibility for them to carry on with their studies. They were given a single grant of 35 Deutsche marks, which could not change their difficult position. In the meantime, it has become clear that those few students who come from working class families will not be able to proceed with their studies, and official estimates state that about 30% of all students will have to leave the universities.

Those are a few facts about the conditions in which the students are living in a part of today's Europe. In speaking with our colleagues coming from the countries mentioned above, we find that the end of the war, from which all of them expected a fair solution of their economic and social problems, hasn't brought them any betterment of their conditions.

The IUS has got facts at hand indicating that in some countries the conditions are even worse than before the war. Those conditions are a real danger for the creative development of young intellectuals, which means that the future intellectual life of the countries concerned is in danger. Especially because of the fact that for those coming from the lower income groups, it is practically prohibitive to get a higher education -- in other words, a severe social selection.

It is interesting to note that practically in all those countries I have mentioned, there is an economic plan, bearing the name of one of the foreign ministers, in operation. This plan was conceived and brought into effect outside the framework of UNO. If its aims are entirely peaceful and idealistic, it would seem proper for this plan to operate within UNO. The student section of W.F.U.N.A. has drawn attention to this since, as we saw in the examples I quoted, our students are directly affected, because the economies affected by this plan are experiencing inflations, which, of course, make themselves felt on the educational system in general and on the student living conditions in particular.

More could be told about this question, but I think that it is not necessary, because I hope that the different delegations will tell us about their experiences on this subject.

In other European countries, the student has found his opportunity in the work of reconstruction and is fulfilling the tasks allotted to him in the planned economies of the countries concerned. He studies and works, realizing that after his studies his active place in society is well assured and he need not be afraid of unemployment. The number of those who are getting access to higher education is growing from year to year. As for instance, in the USSR, in the framework of the five year plan, there is a provision that this autumn the number of students will be increased up to the number of 720,000. What is even more important is the fact that all this access is open to all the mosaic of different nations living in the USSR, and it proves quite clearly that all those nations are able to contribute in their own languages to the wealth of world culture.

Similar student conditions begin to be found in the countries of the new democracies. So, for instance, in Poland the relative expenditure for education and army is 108 to 100; in Czechoslovakia - 110 to 100. An example of how the access to higher education for students coming from the peasant and workers families was encouraged is Roumania. The Government offered a number of scholarships, which, in comparison with the year 1937-38, is 13 times higher.

The existing situation from the intellectual point of view in Latin America is already very serious. Out of each 100 inhabitants, there are 80 illiterates in Bolivia, 75 in Guatemala, 75 in Haiti, 73 in Ecuador, 70 in Peru, 70 in Nicaragua, 70 in Brazil, 68 in Venezuela, 60 in the Republic of Dominica, 60 in Cuba, 55 in San Salvador, 50 in Colombia, and 45 in Mexico. I feel that I need make no further comment on these figures, and I leave everyone to imagine the conditions under which democratic students, confronted by this situation, are working in this part of the world.

In the U.S.A. during the last 18 months, tuition fees rose sharply. As a result of this, according to General Bradley, Chief of the Veterans Administration, over 300,000 veterans were forced to leave school. Their grant of 75 dollars a month is completely insufficient for the maintenance of a normal living standard.

The above examples have shown clearly that the interests of students are the same all over the world -- in China, U.S.A., Indonesia, as well as in Honduras or in Italy.

I leave it to you to judge objectively and in search of the truth recognize who are the true friends of our interests and who the enemies.

The result of your conclusion must be the guiding motive to our further work and fight for the improvement of the condition of studying youth in the world. The main objective in this struggle must be the maintenance of a just peace and the fight against all elements who either lead war or prepare for war.

## GROWTH OF THE DEMOCRATIC STUDENTS' MOVEMENT

The progressive tradition of the fight for national independence and peace is not a new tradition for youth in general and especially for students. Thus, for example, in the year 1848 in the whole of Europe students formed the vanguard which, at that time, played the main part in the fight for progress and independence. Let us quote as one example of this the participation of Hungarian students in the revolution. Here one of the leaders of the revolution was the student Vasvary Pal, who gathered around himself all progressive elements and achieved the uniting of these forces with those of Roumania in the common struggle against Hapsburg intrigues.

Just 100 years later, the forces of democracy in the youth and student movements are growing stronger day by day. This growth cannot be stopped or slowed down by all the political, social, and economic difficulties mentioned above. The South East Asia Youth and Student Conference clearly showed the unbelievable increase of the democratic movement in this area. The Conference message to the youth of the world states, "We realize and recognize that the menace and danger of imperialism is not only directed against our countries, but threatens all who stand for democracy and freedom." Even the short time during which I was given the opportunity to spend amongst our colleagues fighting for their national independence gave me personally a concrete feeling of the legality and justice of their fight. For those of us who are members of the so-called small nations, the question of independence of colonial, semi-colonial, and dependent nations and their rights to an individual culture, civilization and science never formed a problem. Already quite instinctively and practically we know that there do not exist in culture and science nations large or small, and we are therefore justly proud of our musicians, poets and scientists who on this field have found world fame. Therefore, also, the students of colonial, semi-colonial, or dependent countries, however small or forcibly kept backward, have a full right to national independence and full development. I feel it to be my duty, in the name of all democratic students, to congratulate students of the above countries on the enormous progress they have made in strengthening their movements during this past year. Looking at the Middle East, I want to make special reference to Iraq. Here, the National Union, which is a newly formed organization, clearly grasped its functions and duties toward the Iraq peoples. Quoting from the Constitution of the organization, we find its aims include:

"The struggle against illiteracy, which affects 94% of the whole population; the up-lifting of the sanitary and cultural conditions; the struggle against all racial and religious prejudices; denouncing imperialists and their agents and the struggle against the imperialist literature, slogans, and watch-words."

The National Union does not only stop at words. Their action during the January disturbances achieved many results which strengthened the fight for the independence of Iraq.

Also in Latin America, with the difficult conditions which I have already mentioned, the forces of democracy in the student movement are ever growing. Also here the student youth forms the vanguard of the

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- 8 -

democratic forces. The active participation of the students in liberating their countries from the dictatorship of Machado in Cuba, Gomey in Venezuela, Ubico in Guatemala, and Villaoel in Bolivia is clear proof of this fight. In Guatemala and Mexico, the students are organized in field missions and brigades against illiteracy. In Puerto Rico, the expulsion of 19 leading students for having opposed the dismissal of the Rector, who opposed the president of the National Party, brought about the changing of the university into barracks and the arrival of President Truman's personal envoy, Admiral Leahy, to restore order.

In Argentina, the National Federation of Students, which unites 25,000 students and which is the only existing student organization, is actively fighting against the terror of Peron, especially against his law concerned with higher education, against which also many professors protested -- 1,200 of them being dismissed from the universities for this action.

In a similar programme, Brazilian students have placed emphasis on the importance of preserving world peace on democratic rights, and that article of the Constitution which says: "Everyone has a right to education and this should be given at school. It should be inspired in the principles of liberties and human solidarity." Similarly, the democratic youth and student movements all over the world have been growing. Unfortunately, I cannot in the limited time mention all of them in my report.

#### DEMOCRATIZATION OF EDUCATION AND SOME WEAKNESSES IN OUR WORK

In the work during the past year, there are a number of sectors with which we cannot be satisfied. One of the most important and yet most neglected sectors is the democratization of high schools. This is a great pity, since the decisions of the Congress as well as the Council of last year are quite clear in this respect. Permit me to quote the words of the American delegate, Douglas Cater, who said, "Unless we can continually press forward the democratization of the universities, where we live and work, then what chance is there for us to build lasting democracy in other sections of our nations?" Really it is necessary to confess that in these directions we have not been active enough nor progressive enough. And looking around, we see that there still remains so much to deal with.

Thus, for example, the question of discrimination. I take the liberty of bringing to your notice a number of cases from Mr. Cater's own country.

The IUS member organizations in the USA have for many years been campaigning to eliminate discrimination in the educational system of America. Both the Association of Internes and Medical Students and the American Youth for Democracy have organized activities involving student and community groups, in an effort to have laws passed outlawing such practice.

In December 1947, the Commission on Higher Education, established by President Truman, published two volumes of a six volume series on the status of Higher Education in America today. These volumes are sufficiently indicative of the deplorable situation existing, and little

need be done here but to quote some of their findings:

1. "The outstanding example of these barriers to equal opportunity, of course, is the disadvantages suffered by our Negro citizens. The lower educational attainments of Negro adults reflect the cumulative effect of a long period of unequal opportunity. In 1940 the schooling of the Negro was significantly below that of whites at every level from the first grade through college, and almost 5% have finished four years, whereas for the non-whites /over 95% of whom are Negroes/, only a little more than 3% had completed at least one year of college and less than 1 1/2 % had completed a full course." /Vol. I, page 32/.
2. "In higher education, only 1.3% of the Negroes in contrast to the 5.4% of the native whites....completed a four year course." /Vol. II, page 30/.
3. "Jewish students, however, do not have equal opportunity with non-Jewish students in the choice of institutions and in certain fields of advanced study. This situation has been aggravated in recent years. The obstacles created by private institutions of higher education are manifested in tacit or overt quota systems." /Vol. II, page 37/.
4. "The extent of discrimination /against Negroes/ in professional education is further illustrated by the situation in medical schools. There are 77 medical schools in the country, which graduated an average of 5,000 doctors a year between 1930 and 1939. Because of increased enrollment in medical schools during the war, 5,826 physicians were graduated in 1946. Of these, only 154 were Negroes, and all but 20 of these were graduated from the two Negro schools, Howard University and Meharry Medical College." /Vol. II, page 33/.

Distinguished scholars like Dr. Howard Shapley have been persecuted by the Un-American Activities Committee, whilst Professor Lyman Bradley was not only persecuted but removed from his post. The "crime" of the former was that he ran in an election against House Speaker Joseph W. Martin, the latter because he worked on the Board of the Joint Anti-fascist Refugee Committee to provide relief and medical care to Spanish refugees.

Attacks directly on students have usually begun with a broadside at American Youth for Democracy. Alleged by the U.S. Attorney General, Tom Clark, to be one of America's 78 subversive organizations, AYD has been banned at Colorado, San Francisco State College, Temple, Michigan, Queens College, and elsewhere. It is clear, however, that these attacks are not aimed just at AYD, but at any student organization which concerns itself with basic social and political problems affecting students. A chapter of the American Veterans Committee has been banned at George Washington University.

We cannot, in this connection, pass over recent events presented by Hubert P. Beck on the control of U.S. universities. In a study of 734 individual trustees, he finds that 66% held one or more offices or directorships in one or more business enterprises, 51% held such position in two or more business firms, 40% in three or more. The

group is a whole held 2,356 such controlling positions. The possibility that U.S. universities are becoming places where the rights of business men receive doctrinal support is clearly very strong.

It is thus clearly established that the students in the United States have a great task on their hands, and they will need the support of the IUS in their efforts to democratize education there.

In 1947 there were student parades and demonstrations to various State capitals, and in the months to come it can be expected that these efforts will be greatly re-inforced.

This is not just an internal problem for the U.S.. Veterans' allowances under the Bill of Rights are with-held from American students who wish to study at Charles University in Czechoslovakia /the State Department says there is no academic freedom there/, yet the Beirut University remains open to American students, despite the exclusion from this institution of higher learning of all Jewish students and professors.

These breath-taking examples show what a really serious situation exists in the question of discrimination of democratic rights. This question is only one part of the program which we have already, as an international union, accepted at the Congress and Council. Even if we complete the whole program, which, of course, applies also to the expulsion of all fascist and pro-fascist elements from the high schools as well as all literature of this kind, there remains to be discussed and solved the question of social discrimination.

But not even there the student movement can stop. It must go further; it must attempt to mobilize the participation of students directly in the democratic creating and life of their countries. We need more youth and student members of parliaments, participants in the press and journalism, in diplomacy and in all those places where the future of young people is being decided.

The Congress recommended that member organizations should try to include in their delegations for UNESCO student delegates, but up to now, as far as I know, this has only been successful in Hungary. National Unions should also seek representation on National United Nations Committees and put the students view points. This representation has been given to the NSA in the U.S. and the N.U. in Australia. In this direction the International Union of Students and the National Unions of Students must in the future strain all forces so that they are represented everywhere where their future is being decided. Also, as far as co-operation between the studying and working youth is concerned, much can be criticized in our work. The regrettable experience of deliberately opposing one group of youth against another, and especially the segregation of the studying youth from the working youth, was evident before World War II.

The same attempts are being made in many countries today. But opposed to this can be seen the positive results of their unity in the struggle against Fascism, as well as for improvement in the living conditions of the whole of youth, which has resulted in united interests amongst



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the working as well as studying youth. The IUS must not divide the youth weaken the intensity of this struggle and retard the progress of building a better life for all, thus going against their own interests. They are, therefore, the enemies of democracy and progress.

I should also like to stress that the IUS must realise that this programme cannot be solved without also solving the other problems facing youth. The IUS and its member organizations, therefore, will always be on the same side as the working youth, and it will, therefore, oppose very strongly those who would like to weaken this unity and build an isolated student movement, not having the support of millions of young people and of society, who would like to build up a movement of the elite concerning itself with student affairs only.

A further big shortcoming, that during the whole of the past year we were practically unable to improve, or only partially improve, contact with student organizations and through them with the general public. We must do everything to correct this state of affairs so that every single student should feel that on his work, his activity, and his successes depend the work, the activity, and the successes of the IUS.

Also, the headquarters must, in the future, have much more initiative than in the past, when it tended to be often only a technical office which produced circulars and letters. This must be changed, and the Secretariat and the individual departments must in the future truly lead the international student movement.

#### THE UNITY OF STUDENTS

The question that is most basic for all of us is that of unity, the unity of the local and national student movements, and the unity of the international student movement. We must always clearly realize that this is not a mechanical conception which can be deserted -- our unity has a purpose. Let us remember under what difficult conditions the unity of the student movement grew up before it became a reality. Let us remember the thousands of young people who perished on the battlefields, in the concentration camps, and in the Fascist places of execution in the last terrible war. Their sacrifices have put obligations upon us, more so today when we can once more hear the rattling of swords. It is quite true that some elements are mainly interested in dividing in order to facilitate the pursuit of their dubious aims. This is the old method of "divide et impera"; it is naturally much easier to oppose a disunited movement than a united one.

We must, all of us who think, who do not artificially hide from reality or do not purposely avoid reality, see quite clearly that our interests as students are common to all of us and that we can only reach them by unity of purpose and of action. As proof of this are the IUS campaigns which we organized and won, all of us together. As an example of one of our last successful campaigns, a member of our member organization, the All India Students Federation, Gita Mukerji, was arrested

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and held in prison without a regular legal trial, only because she propagated the ideas of the IUS. This was one of our best protest actions, in which almost all of our member organizations participated. Similarly, in several cases when we all of us supported persecuted Spanish colleagues against Franco's Fascist terror, we were successful even if we could do comparatively little. The cases of William Bathlet and N. Mestres were taken up by the British NUS with their Foreign Ministry. It may seem that our protest was fruitless, as we later learned that Bathlet had lost his mental faculties, due to his treatment in the Franco prison. However, the fact that protest was made was given wide publicity in the Spanish resistance press, and the resistance thereby greatly encouraged. And we could mention many such examples where international student solidarity helped our colleagues in individual countries in their fight for betterment of their conditions. Even if this support was often only a moral one, do you feel the strength within a united international movement? Can you clearly see the danger in the actions of all those who wish to divide, trying to make us believe this or that? What are they trying to do? It is very interesting to see how they do it. On the one hand, they try to throw mud at the IUS by saying that it has a one-sided policy and that it subjugates everything to this aim....We in the IUS have been always, are now, and shall always be willing to sit down with anybody and discuss any problem which might come up; then to put it to the consideration of our deliberative elected bodies for decision, and after that keep to this decision. That is how we in the IUS conceive the unity of the international student movement. But those who are trying to divide us do just that of which they accuse us. It is an old trick, for it is they themselves who subordinate the unity of the student movement to their political interests, to the disruptive interests whom they serve. It is they who try to put an ultimatum before a movement of almost three million members in a childish manner: "either things will be done our way, or we will go and play on another heap of sand." Should anyone wonder about whom we are talking, here is an extract from a letter distributed by the National Federation of Canadian University Students, signed by Mr. Grant Livingstone:

"We seek to persuade the Council to repudiate the Executive instead, and hope to clear the IUS as a whole both of the stigma of upholding tyranny, and of the partisan controlling clique which gave it that stigma.

"Towards this end we have asked all non-Communist national unions to meet with us in Brussels to plan a common stand for the reform of IUS, based on this test case, and to agree to a united withdrawal and the constitution of an alternative organization if reform of IUS should fail."

The door of IUS is widely open to all students, but the IUS has to reject all attempts to organize any sort of a block or presentation of ultimatums. And the Council should appeal to the students of Canada to ask them to explain to their leaders that their behavior is incorrect, and to explain to them that wherever students have sincerely supported the principles of the IUS, they have been able to maintain unity both nationally and internationally. Conversely, wherever there has been an attack on the IUS principles, problems of disunity have

developed. It is important to realize that the same problems exist in all parts of the world, and it is a foremost task of the democratic students to overcome these threats.

It is essential today to call on all member organizations to defend the IUS as the representative organization of all students working for a united world. A campaign of misrepresentation is being made against the IUS in certain countries concerning its world-wide representative character, its democratic procedures, its leadership, and various aspects of policy. At the same time, the IUS is attacked for its activities on behalf of students' rights and is accused of doing nothing practical on behalf of the students. The support of the IUS and its member organizations for the oppressed students is maligned as being partisan in origin and purpose.

We must be clear that many of the aims of the IUS can only be realized by campaigns and actions, an activity to improve the conditions and the interests of the students in his society. The needs and interests of the students are common and are not a matter of partisan interest.

Still, too many students in a small number of countries consider international co-operation as the co-operation of the more privileged students of a minority of countries rather than co-operation on the basis of a realistic programme for the students of the whole world. It should not be surprising if these students stay outside the IUS.

Attempts to destroy our unity are not of recent origin. After the 1946 Congress, a so-called International Correspondence Union was established by individual students from Switzerland together with American Catholic students and others who were not willing to admit that in a working, policy-making organization, majority decision should be respected by all. Hence the attack in certain countries against the so-called "political activity of the IUS" and its Constitution. For the IUS and its supporters, there has never been any division between the different activities undertaken. Whether to provide services to the students or to fight for their most fundamental needs, all policies have been seen as part of the total programme directed towards the improvement of the students' life and the defense of their interests.

The existence of a desire to create opposition within the IUS and turn it from its fundamental tasks has been quite clear in certain countries. Although, for example, the students of the N.S.A. in the United States were quite clearly in the majority in wishing to join the IUS in sincere co-operation, the possibility of an NSA affiliation was looked upon by other organizations as a means of achieving important changes. Thus the newspaper of the Inter-Faculty Association of Rome reported that American students were entering the IUS to change it completely and that Italian students would do well to await the outcome of this attempt. Similar rumours could be noticed in the Swiss student papers.

That the problem of student unity is common to all parts of the world is illustrated by the experience of the South East Asian Youth Conference, where the Bose group of Students Congress led a walk-out of a reactionary delegates nominally because of the refusal to include the

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After this, the group was responsible for terrorist attacks on the Conference and the murder of two cultural workers. Since then, the Students Congress is attempting to organize a separate regional block of students outside the world student movement. It may be said, also, that the attempts of this organization to call together an Asian Youth Festival have been quite unsuccessful, a further proof of the unity of the students in this area of the world movement.

Similarly, in Latin America, at the time of the Youth Conference in Mexico and the IUS Student Leaders Conference, an attempt was made to organize a separate Conference in Lima. When the IUS Secretariat exposed this move to the student organizations, the Conference collapsed, organizations withdrew their participation, and even those who agreed to organize it wrote stating that they would await the results of the IUS meeting and follow its decisions.

Wherever the member organizations have followed the principles of the IUS, they have made a significant contribution to unity. Not only has the IUS grown to achieve a world-wide character in its representation such as never before has been realized in the history of the student movement, but in the past year the work of the IUS and its member organizations has grown and become more clear.

Celebrations of the International Students Day and the IUS Relief Week were better prepared than in any previous year, and in many countries were celebrated for the first time. More member organizations than ever before were able to popularize the I.S.D., and a new enthusiasm was thereby developed. This Relief Campaign became directly an activity among the masses of the students in many countries which participated actively for the first time in IUS work. The South East Asian Youth Conference received a very great support from member organizations which sent messages and sent money to make it possible to run the Conference. As a result, a comprehensive programme for the students of this area was developed.

The Spanish campaign was similarly a great success, and in many other spheres, faculties, representation at important meetings, commissions and achievements such as the establishment of the Sanatorium, the IUS work was able to grow.

In many countries, students are carrying out the principles of the IUS in a very fine manner, and this is in itself a support for unity. In England, the NUS joined with the Trade Unions and teachers in a Conference of Higher Educational Needs. In Hungary and Poland, the students were to remedy the social discrimination of education in the past, and rapidly brought youth from the factories and farms to University level. In France the students demanded and obtained the same rights and Social Security as the workers. In many countries, students participated in reconstruction work. In Denmark, the National Union was the first organization to agree to participate in the special Reconstruction team to Indonesia and Viet Nam. In Norway, a big student relief action was undertaken.

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One of the most effective ways of building student unity is by giving direct material help to each other. The IUS Constitutional Congress considered that responsibility towards relief is one of the great tasks of our organization. During the past year, important progress has been made in the sphere of activity by setting up our own relief machinery, but our relief work is as yet far from satisfactory. We have not done enough for our colleagues who face tremendous needs in different parts of the world. The South East Asian Youth Conference showed us how much these students expect from us, how strong is their confidence that the IUS will be able to help them. We have to overcome our weakness; we have to develop our relief activities more and more, aiming to assist students in needy countries to establish and strengthen self-help activities. IUS relief must aim to help our organizations to solve their economic problems permanently so that they do not remain always in need of relief. An organization as representative as the IUS is particularly able to achieve this task by the confidence of students in the relief policy of a body they are able to control, and by its tremendous force, to mobilize the students. In this way it merges with self-help, the effect of which is thus considerably increased.

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## OUR CONTACT WITH STUDENTS

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I have said that one of the greatest weaknesses of the IUS headquarters was the question of weak contact with the student population of the different countries. This of course was not only the fault of the few of us who worked in the Prague Secretariat. In our work, we have often felt that the leadership of some national organisations is either directly or indirectly forming a wall between us and the students, and that they have not advanced ideas about the IUS, or that they have performed the task of a sort of filter through which they will allow only those ideas and that information pass which they think will be useful. I would divide such leadership into two categories.

The first are those who do this unintentionally, underestimating the great importance of an international student movement. As an example, I would quote the United States National Student Association which as I have said above, has taken into its hands the work of eliminating all evils which exist in opposition to the true interests of the students. The NSA programme calls for determined action to abolish all these evils. But up to this date it has done little or nothing. With moral and active assistance of brother student unions in other countries which are facing the similar problems it could do much more. Thus the NSA is forging the trust of American students by not fighting on their behalf, and by not working together with the other student unions in the IUS to solve their common problems. Of course, so far, as this organisation is concerned, we must take into consideration that it is a very young organisation with no tradition which is furthermore being forced to work under extremely difficult conditions and is under pressure from all sides.

Here also we must mention the attitude of the leadership of some Scandinavian member organisations/after the February events in Czechoslovakia suspended their membership. /who/ The E.C. meeting in May endorsed the attitude of the Secretariat and expressed the opinion that the only place to express the criticisms about the work of any IUS orgsn is in its deliberative bodies. The Executive Committee, welcomed therefore the common appeal for unity issued by the BNUS and FNUS on this question. The same concerns our former vice-president W.S. Ellis, who became one of the greatest enemies of the IUS, a disruptive factor in the international student movement and is acting in this way as the elected vice-president against the interests of those who elected him to the position at the Congress of 1946, and the Council of 1947 and mainly also against the interests of the American students who gave him their confidence. To read his letter of resignation and some of his recent articles, which by the way to be his own, is almost physically repulsive because they are in the same vein as the distorted reactionary press. I am positive that the Council will take the right attitude and let us leave it to him.

The second category is the leadership of organisations which create this barrier intentionally, and I would quote as an example of this the Hochschulerschafft whose leader, Mr. Bauer, declared to

the IUS representatives during their recent stay in Vienna that, in his opinion, it is not the task of the IUS to interest itself in the fact that the students in China are protesting against the raising of University and examination fees. This opinion is reflected in the daily life of his own national organisation by the fact that Mr. Bauer and his friends were not prepared to protest even against the raising of University and examination fees in Austria, until they were forced to do so by their own members and by the protests from the IUS member organisations, the Union of Democratic Students. From this we can see how these people are against the interests of students who they claim to be representing.

Some may ask, from where does the IUS get the right to criticize the national organisations. The IUS has not only the right but the duty to criticize. We received this right from the students who elected us, and we would be lacking in the fulfilment of our duty if we did not do so, especially if by our criticism we wish to help our member organisations to fulfill their role in the international and national student movement. This is therefore a constructive criticism. Of course, it mainly depends on whether and how an organisation accepts our well meant criticism whether it agrees with it and is ready to put it into practice, because not one of us have ever wanted, nor will ever want to minimise the right of our member organisations to autonomy.

The second great weakness in our work is that insufficient support is given to the Prague headquarters. In spite of the fact that this question was discussed by the last meeting of the Council member organisations have not given it enough attention. This was firstly as far as general contact was concerned, both personally and through correspondence. In actual fact, we have not heard anything at all from some of the student organisations who have shown no great signs of life. Some of them, for example the National Federation of Canadian University Students did not start to contact the IUS actively until a few weeks before the meeting of the Council. Such a situation cannot continue. For the future we need much closer contact with our members organisation. We need detailed and regular reports of their work and difficulties, news about the way in which they are putting the decisions of the leading bodies of the IUS into practice. If we succeed in improving the existing state of affairs, we shall be helping both the IUS and the member organisations.

As far as the financial question is concerned, the attitude of some of our members borders almost on irresponsibility. The Council decides upon activity which corresponds to the of a whole Governmental Ministry for a year. Yet few people bother about how we will be able to realise all these decisions from the economic point of view. The people who are working in Prague are insufficiently paid for the work and only their enthusiasm keeps them where they are. As a result of the bad financial situation, it is impossible to have an adequate technical staff to cope with the duties which we took upon ourselves at the last meeting of the Council. As you know, we were forced to discontinue the publication of our Magazine for financial reasons. Last but not least, the publication was



suspended because the national organisations did not take into hand it regular distribution nor did they pay for the numbers which they ordered at the last Council meeting. We have just heard complaints that some of our letters arrive late. I should just like to say that we have to turn over every single crown before sending a letter or telegram; that we have been forced to establish a system whereby letters to one organisation are kept until there are several to be dispatched together, in order to economise on postage. In general our financial situation has improved. Last year, only four countries paid their subscription in full; this year the number is 19, partly or in full. We must aim at the maximum payment by every member in the coming year.

I hope that the representatives of the different member organisations at this Council will think this matter over and will do all that is necessary to meet their responsibilities which is a collective responsibility of all.

A further weakness was the fact that the member organisations did not send their representatives to the Secretariat. I am sorry to state that even organisations which are the strongest supporters of the IUS on many other fields, are underestimating the importance of this question.

For instance, the Secretariat lacked a representative of the student section of the Anti-Fascist committee of Soviet Youth. I hope that the representatives of the organisation will take this request back and assure that the Soviet students will take up this question with all the importance it merits.

It is important mainly for this reason. The contact with the member organisations whose representatives are in Prague is a much more lively one and many misunderstandings could have been avoided if the representatives of this or that organisation had been in Prague. We virtually need a representative from Latin America, Scandinavia and Middle East.

A further question which must be considered by the Council, is that of our Cuban Executive Committee member, Angel Vasquez. Mr. Vasquez was entrusted by the Executive Committee, at its first meeting after the last Council, with the task of carrying out various activities for the IUS in contacting the student organisations in Latin America. At that time, we mainly thought of the preparation of the Conference held together with the WFDY which took place as planned successfully in Mexico. Since Mr. Vasquez's departure from Europe, we have heard practically nothing from him and it is only through the reports of our member organisations that we know that a member of the EC of the IUS has neglected entirely the work he undertook. For six months he has been out of contact with his own national organisation and has never once written to the IUS. He acted not only against the interests of the IUS but also of the students he claimed to represent. This is proven by the fact that the Cuban NUS has excluded him from their ranks and he is now touring around Latin America as the manager of a group of dancing girls. I think that it is not necessary to make any further comments on this case.



- 4 x -

WORKING AND STUDENT YOUTH WORK TOGETHER

As far as the specific questions which the E.C. was to have considered according to the decisions of the Congress and the last Council are concerned, I should in particular like to mention our co-operation with the World Federation of Democratic Youth. In this direction I can, with a clear conscience say that we did all that the last Council asked us to do, and actually our relations with the WFDY especially as far as practical and concrete schemes were concerned, has improved greatly. At the Rome Executive Committee of the WFDY, a working plan for practical cooperation between the WFDY and the IUS was agreed upon by the WFDY Executive and by the IUS Executive representative. This plan was later endorsed fully by the IUS Executive. The plan sets out in detail means of cooperation between the two Secretariats through correspondence personal contact and full exchange of information. Full participation in each other activities was agreed. For example, the IUS was represented at the Working Youth Conference and it is proposed that the WFDY will send delegates to the Students Needs Conference next January. Special attention was given to cooperation and publicity on commissions, and between the Colonial and Relief Bureau of the two organisations. An example of this, is the successful conference undertaken by the students and working youth of South East Asia which strengthened the position of the IUS in this region. We must emphasise that in South East Asia, it is impossible in any way to separate youth and students problems, these must always be considered together. Another such example was the Conference which took place in Mexico, which was convened by both organisations and which I have already mentioned. Without the great help and in particular the financial assistance of the WFDY, we would not practically have been able to send our representative to this Conference. In the same way our work was facilitated as far as the Commission which were sent out by both our organisations to the Middle East and Scandinavia are concerned. The participation of the IUS at the meetings of the EC the Council and at the greatest undertaking of its kind, the Working Youth Conference, clearly shows us that not only has our autonomy been carefully respected and guarded by the Federation, but that we have also got full understanding and direct aid in our work, and in the solution of our problems from it. The Working Youth Conference incidentally is a clear example of how students can help peasant and working youth. The IUS delegation to this Conference was carefully made up so as to include academic experts from fields of engineering, medicine, architecture, industrial problems and unemployment, by their specialist knowledge they were able to help the Conference in its deliberations. At the same time, the IUS first suggested and later made the valuable contribution to the Commission on Educational Opportunities. Nevertheless, we must strengthen this co-operation on the international and particularly on the national level. The latter can still be criticised on many points, because some of our member organisations do not yet fully understand the meaning of co-operation between the student and working youth on national scale.

- 5 x -

RELATIONS WITH OTHER INTERNATIONAL ORGANISATIONS

I am pleased to announce that just before the Council meeting the IUS was given Consultative Status with the United Nations Educational, Social and Cultural Organisation. We now have the right as an international organisation to negotiate special agreements on student matters. During the year we were given direct representation on the UNESCO Work Camps Committee, and UNESCO later donated a library to one of our camps. Apart from these changes, our contact with UNESCO leaves much to be desired. It has been really difficult to keep up a daily contact with this organisation, as up till now there has been no central department taking care of student questions. As a warning and as an example, I am forced to mention the celebration of last year's International Students Day. I spent almost a whole week ambulating from one department of UNESCO to another. Everywhere I met the assurance that ISD is a scheme in which UNESCO is interested and that we would definitely get its sponsorship for this event! But it was necessary to negotiate the whole thing with the Secretariat of UNESCO. A further bad experience was the question of the Clinical Conference which according to our judgement, came within the framework of UNESCO and which took place successfully last summer. Also here we negotiated, and we were promised help right from the year 1945, but without results. Just before this Council, our representatives visited the representatives of the Director General, and put some constructive criticisms before UNESCO. Besides the above mentioned point, two main questions were discussed. Firstly, the fact that UNESCO has in his last year tried to call together an advisory umbrella organisation which would bring together all international organisations which concern themselves more or less with students. Dr. Beeby admitted the arguments of our representatives that the IUS is not a sectional organization like the others, that it is capable of solving its own problems and, when it considers it appropriate or necessary, e.g. in the question of relief, it can meet other organizations to solve concrete problems, e.g. in the WSR. Dr. Beeby thought that UNESCO would naturally not wish to establish any unnecessary form of organisation.

Nevertheless we can presume that the relations between the UNESCO and the IUS will improve in the near future, particularly because of the fact that a person has been chosen to take care of direct contact with us. We were asked to work out forms of co-operation with UNESCO on individual schemes that might be of interest to both organisations immediately after the meeting of the Council. These might receive financial support on the basis of specific contracts. Nevertheless it is necessary that mention be made of the whole of our discussions it is clear that the leading bodies do not give enough importance to student questions although the staff consider this important. Because of this, the Executive bodies, i.e. the Paris headquarters do not have an adequate basis to meet our requests. I would once more like to ask you, referring to one of the old decisions of the Council, to see to it that your organisations be represented on the national Governmental delegations to UNESCO conferences. Only in this way will it be possible to guarantee permanently a good co-operation between our organisations, in other words, that more attention will be given to our questions.

As far as the WSR is concerned, this body may be criticised on several points. The details of the criticism and of relations with the WSR will be discussed elsewhere. Nevertheless, I think that the need for student relief in the world is so great, that the IUS should continue further co-operation with this body, naturally on the basis of the conditions laid down by the Congress of 1946, and repeated by the last Council. It would be fitting on this occasion to welcome the decision of the Congress of the World Union of Jewish Students, which has at its Annual Conference very positively and in a very friendly way, decided to ask for closer co-operation with the IUS. It is clear that the interests of our two organisations are similar to those of the WUJS. I am sure that the Council will take the most favourable attitude to this question, and will recommend that the E.C. negotiates in the most concrete way for the close co-operation on the international as well as on the national scale of individual national organisations. At this point, I should like to thank the student section of the World Federation of United Nations Association for their very friendly attitude and their pleasant co-operation with us during the last year. In particular, at the UNESCO Universities Conference held recently at Utrecht, we received strong support from this section in putting forward our policy in the interest of students.

I am extremely sorry that I cannot say the same of the ISS for it seems that the relations between our two organisations in recent months have become considerably worse. During another part of the agenda, you will hear a detailed report on our relations. I should like to tell you that unfortunately the last ISS Assembly did not keep our agreement about the election of four IUS representatives in personal capacity to this Assembly. That is rather serious as it represents the breaking of the agreement and the Council must take up an attitude to this question.

#### IUS WORK FOR THE STUDENTS' INTERESTS.

As far as the individual campaigns which we took on your behalf during the last year, I should particularly like to mention the following. During the year, the IUS continued to sponsor the campaigns on a variety of issues related to the defence of the students from attacks upon their rights and the general mobilisation of student members of important question. International Students Day and the first IUS Relief Week were prepared well in advance by the Secretariat which supported the campaign with posters, badges and articles for student newspapers. The plan was on the whole well carried out and provided the first example of a mass activity of students directly sponsored and led by the IUS. 10,000,000 Czech crowns were raised for relief and the financial basis was provided for the IUS sanatorium. In the future we must take more care to ensure that of the funds raised, a greater proportion comes directly to the IUS for relief work among students. Nevertheless, certain important objectives were realised and the relief campaign was in many countries the basis for important measures of self help. At the same time, the IUS was widely popularised and one can appreciate the participation of a great number of member organisations in a single activity as a means of building unity.

February 21st was celebrated for the first time as a day of protest against the evils of colonisation and in support of the demands of students in colonial countries. The proposition to celebrate this day was made very late by the South East Asian Conference so that the plans were not carried out effectively everywhere.

- 7 x -

April 14th was celebrated as a day of support for the republican students of Spain. Advanced preparations were good. The Secf issued an important documenta tion including evidence submitted by Spanish intellectuals exiled in Latin America . Several member organisations collected large relief sums and in Mexico the students collected considerable quantities of food.

The IUS also took up many individual cases of persecuted students including BA TLE AND MESTRES imprisoned in Spain. Nearly every member organisation joined the protest or IUS against the ban of the Annual Conference of the AISF and the physical attacks of the Conference by the police.

Regrettably, the IUS and its member organisations failed to bring an effective help to the students of China and were unable to organise a good campaign among themselves during the course of the year.

It is important to mention the following point in connection with the work of the IUS. When Miss Carmel Brickman was in Siam, she was able to document herself very well on the closing of Chinese schools by the Siamese authorities in this country. As a result of the campaign of the IUS on this subject and directly on the basis of IUS documentation of the case, the Human Rights Commission of the United Nations agreed to interest itself in and to study this problem.

As far as the activity of our departments is concerned, our main attention must be turned towards the Relief and Assistance Department and the Economic, Social and Health Department. I do not think it is necessary to repeat why. Examples which I have already mentioned speak for themselves. We will see from the detailed reports of each of the departments that our first experiment of a Relief drive last year was more than successful. Also the fact that we were capable of building up our own international sanatorium for tubercular students during the last year, which we shall open on November 17th, speaks for itself. It was considered extremely doubtful by the Council of 1947 whether we could establish a sanatorium this year. However the E.C. and the Secretariat pressed on with the proposal so that it is now an accomplished fact. Nevertheless, the duties that face these two departments are unlimited and important and deserve our greatest attention. It is necessary to build up our own relief machinery especially because WSR finishes in 1950. It is necessary to assure the sanatorium, our first project, financially and to start building others. For that we need the help of all of you. Further, the preparation of the Students Needs Conference which will be one of the greatest events in this direction since the last year, will need all your strength. On the national level, the Students Needs Conference should be called to consider problems and proposals for the IUS Conference. In this way, the delegations will come fully prepared and the success of our Conference will be assured. This is logical and it would facilitate our work in the next period.

As far as the work of the ICD is concerned, this department has not fulfilled the demands that have been put to it, i.e. the work for the democratisation of the Universities as I have already mentioned

- 8 x -

On the question of the Faculty Bureaus, it has worked in a more active manner. The Clinical Conference held in London a few weeks ago and which was led by the Medical Faculty Bureau, was most successful. In the immediate future, we have the Architectural Conference scheduled for December and the development of the Agricultural Faculty Bureau of our Model Farm in Czechoslovakia. The land for our farm has already been granted and the work on it will be soon begun. One of its first jobs will be to provide the IUS sanatorium with food. In the future it will be necessary to strengthen this department more so than in the past, especially as it will have to take care of the intellectual side of the greatest event which has ever taken place in the history of student movements, an event which will surely be a milestone in the activities of the IUS - the International Student Festival.

One of the first conditions for the work of this department is to find material, material and even more material about all the spheres of its work. Only under these conditions will this department become a useful instrument of the IUS. It must in future interest itself more in the co-operation with the other departments of the IUS, and at the same time, together with them prepare several seminars for the leading offices of the member organisations about the IUS and its work, about the study reform in individual countries etc..

As far as the CTED is concerned, even this department in spite of all the work done and all the difficulties which it has to face, in the complicated world of today, must seek for newer and newer ways of work. It must cease the organisation of tours for millionaires and devote its time to the organisation of practical work exchanges and generally work in co-operation with the other departments of the IUS which can be of the greatest utility to the participants. It must also press more and more the use of the international student identity card which incidentally is not restricted only to IUS members but is available with its advantages to all students.

Our Sports Department which after the conclusion of last Summer Students Olympique Games and two Sport Conferences must now start preparing the Winter Games at the beginning of the next year, and the Summer Games in a year's time. It has in front of it a great and responsible duty, that is to build up a truly democratic and progressive tradition of academic sports.

Also, our Bureau of Students Fighting against Colonialism, which in the time of its comparatively short existence has been very active and noted several successes, must realise that its duty is not only to be in contact with, and lead the fight of students of colonial, semi-colonial and dependent countries, but also to publicise the ideas of the IUS in these countries and particularly to explain their fight to students in their countries.

Our PID has for a long time not been on as high a level, and this must be admitted objectively, as we would like to see it. We must give to the IUS a more elastic and quicker publicity service than it has had up till now and I am sure that this Council will be able to improve the situation in an appropriate manner.

- 9 x -

It must be stated that it has been a pleasure to see how the IUS has become stronger and stronger, to see our successes, and the many successes of our member organisations during the year.

And even if sometimes we were overworked and tired, this feeling that the forces of peace are really growing every day and that on the students field it is in some part at least due to the work of the IUS and its members always gave us new "chut^do prace".

It is indispensable that the millions of young workers and intellectuals together with their peoples are against the war. It is up to us to show how strongly we are able to express our opposition to war. And I am quite confident that we will succeed.

#### SOME PROPOSALS TO STRENGTHEN OUR FUTURE WORK

For the purpose of strengthening further the IUS, the only representative student organisation of the world, I would like to propose the following points to the Council for consideration:

1. to recommend to the E.C. and to the Secretariat the elimination in their practical activities of all the short-comings noted in the current report.
2. to increase their efforts in strengthening and extending the connections with all student organisations, who are devoted to the cause of democracy and who are fighting for a lasting peace, to draw them into the participation in the activities of the IUS and achieve their enrolment in the ranks of the IUS.
3. to ask the Secretariat, the E.C. and all Council members, to develop an extensive action towards the fulfilment of the decisions adopted previously at the Congress and the Council, especially with regard to the democratisation of higher education.
4. to strengthen the co-operation with WDFY and with youth movements on a national level.
5. to ask members of the Executive Committee and Council to travel more in order to render practical aid to national students organisations, and to organise IUS seminars for leading officers of member organisations.
6. to take urgent measures in order to resume as quickly as possible the publication of "WORLD STUDENT NEWS" in any appropriate form.
7. to intensify the IUS publicity in fields such as films, exhibitions -- and to study other modern means of publicity.
8. to ensure in the future more active practical work of all the departments of the IUS, increasing their daily contact with national students organisations.

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RESOLUTION OF THE COUNCIL MEETING OF THE IUS ON THE REPORT OF THE WORK OF THE EXECUTIVE COMMITTEE OF THE INTERNATIONAL UNION OF STUDENTS DURING THE PAST YEAR AND THE IMMEDIATE TASKS OF THE IUS.

Having heard and discussed the report presented by JOSEPH GROHMANN, the president of the International Union of Students, on the work of the Executive Committee during the past year and on the immediate tasks of the International Union: this council notes that the past work of the IUS, which strengthened the international democratic student movement, took place during a period when there were major threats to world peace, when there was a resurgence of the demands of colonial peoples for national independence from imperialism expansion, when many attacks were made on the unity of the IUS. We are proud that in this period of intense conflict forces of peace, national independence, and the international unity of democratic students, not only with the attacks and propaganda which could lead to a new war, but in fact increased in strength and are growing more powerful.

The Council notes with pleasure that during the past year the International Union of Students, together with the World Federation of Democratic Youth and the national student organisations, has carried out considerable work towards the further consolidation of the Union, towards the solidarity of world students for a stable peace, and towards satisfying the needs and requirements of students.

International Students' Day, World Youth Week, the Conference of Youth of the Countries of South East Asia, the Conference of Masses, the campaign in aid of the militant students of Republican Spain, and other similar activities were successfully organised. The joint Commissions of the IUS and WFDY which visited the Middle East, North Africa and Latin America drew many more thousands of youth and students into the international movement and strengthened the work of the IUS.

While noting the satisfactory work carried out by the Executive Committee and the Secretariat of the IUS during the last year the Council points out that the Executive Committee did not do enough to increase its connections with national students or organisations, particularly in the U.S.A. and Scandinavia. Further the Executive Committee did not work hard enough to carry out some of the most important decisions of the Congress and Council, especially with regard to the democratisation of higher education; in the campaign to open the universities and colleges to all sections of the people, in the campaign to remove from use those text-books containing fascist ideology or propaganda for war; and in the campaign to improve the material and academic needs of the students, by means of its own publications and through the national student and youth press, of the aims and tasks of the IUS and of its achievements



DRAFT RESOLUTION.

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The weak contact of the E.C. and the departments of the IUS with the local student organisations gave the opportunity to certain organisations of U.S.A., Cuba and other countries, to mislead rank-and file members of these organisations about the aims and tasks of the IUS and to slander its activities.

The Council condemns those who try to destroy unity of the international democratic student movement, and regrets that the former Vice-President of the IUS, Mr Ellis, and his deputy, Mr Smith; should have chosen to join their ranks. The Council is confident that students of the U.S.A., Scandinavia and Latin America will continue to strengthen their co-operation and unity with all democratic students of the world through their future in the IUS.

The Council declares that the main tasks of democratisation students in every country are:

- to work for a stable and lasting peace, and against reaction;
- to continue their efforts for the democratisation of higher education,
- to campaign for the national independence of all peoples, especially those of colonial, semi-colonial and dependent countries;
- to strengthen the unity of the international democratic student movement in its struggle for the political and economic rights of working and student youth everywhere, for the satisfaction of their most urgent needs, and to resist all the attacks which will be made on them.

The Council, together with all peace-loving students, plus intellectuals, condemns misuse of resources, scientific personal and research facilities for the manufacture of atomic weapons of destruction and bacteriological agents of war. It looks with disquiet at the growing rearmament drives, war mongering propaganda and the creation of military blocs. Many delegations pointed especially to those already formed in Western Europe, Latin America, and South East Asia as constituting a serious danger to World Peace.

Peace is not only threatened everywhere, but actual warfare is raging in many parts of the world.

- In China a civil war is being waged by the reactionary forces of Chiang Kai Shek. 500.000 students who have expressed opposition to this war are being oppressed by the Kuomintang, their leaders arrested and their national organisation forced underground.
- In Vietnam, Indonesia, Burma, Malaya and ~~Burma~~ India students and youth have been forced to take up arms in defence of their national independence. In Malaya the British Government have placed a price on the head of Lee Siong, a Council member of the IUS and WFDY. The Council calls upon member organisations to take action against all such forms of colonial oppression.

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UNIVERSITY EDUCATION

- In Palestine one third of the students of Jerusalem University are dead in a war provoked by vested interests, particularly those connected with oil, against the expressed decision of the UNO. for the creation of two independent states in Palestine.
- In Greece, faculties are being closed and students herded against their will into the armies of the Monarcho-fascist government for a fratricidal war, aided by foreign intervention.
- In Spain, whose falangist government was created by Mas fascism and constitutes a danger to peace, the democratic people and students are subjected to the most brutal and devastating terror. Students are being imprisoned, tortured and executed.

The effect of war in these areas is the direct concern to students and affects their conditions of life, not only in countries where there is war, but in all parts of the world. The Council therefore, calls upon all students to oppose the investigations of war and give full support fighting against fascism and aggression.

DRAFT RESOLUTION

Much evidence has been quoted that Nazism is far from dead in Western Germany. This, combined with the rebuilding of Germany's military potential and the present form of division of Germany, represents a major threat to world peace. The Council calls upon all member organisations actively to support those German students striving to create a united democratic German state. The Council stresses once again the urgent need to send a Commission to all four zones of Germany to investigate student conditions and their organisations.

The Council draws the attention of students to the attempts to develop Japan into a potential war base in Asia, and calls upon all democratic youth and students, especially those of China and Japan, to intensify their fight against these attempts.

Further, the Council considers it necessary to draw the attention of the national student organisations and all students to the effects of the "Marshall Plan" on the life and conditions of students.

The "Marshall Plan" has been sharply criticised by many delegations in the Council meeting, which have asserted that this Plan aims, under the cover of giving economic aid, to gain political and economic domination of the countries it affects. Evidence was given by some delegations that there has been a deterioration in the living conditions of the working people and students in certain countries affected by the "Marshall Plan". Criticism has also been levelled against this Plan as not being the type of economic aid to the European countries which is organised on the principles of the U.N.O.

Having listened to these criticisms, the Council asks the national organisations of students to study the effects of the "Marshall Plan" in their countries on youth and students, to determine their attitude to that Plan, and if necessary take appropriate action.

The Council authorises the IUS Executive to help and co-ordinate the activities of national student organisations in this work, by circulating the material it receives concerning the effects of the "Marshall Plan" on the material, political, and academic conditions of students.

The Council notes the particularly difficult circumstances of the youth, including students, in the colonial, semi-colonial and dependent countries. In these countries slave labour still exists, and child labour is widely used. Students, as a rule, have no possibility of studying in their native tongue and live under extremely severe material conditions. In most cases, the peoples of these countries do not enjoy even elementary democratic rights, such as the right to universal suffrage. All these problems are linked with the general problem of colonial domination and cannot be solved without the struggle to put an end to this imperialist enslavement of oppressed peoples.

Having approved the decisions taken by the Conferences of South East Asia and Latin America, the Council calls upon the democratic students of the world actively to support the struggle of the peoples, of the youth and students in the colonial and dependent countries, for their freedom, national independence, democracy, and full educational rights.

! ! !  
The Council draws attention to the virulent discrimination against and segregation of Negro students in the U.S.A. It points to the interconnection between "racial theories" and theories of "national superiority" which serves as an essential basis in preparing young people for war. The Council calls upon all democratic students and people to fight to end all barriers in all universities and colleges in the U.S.A. which prevent Negroes from obtaining education in the schools of their choice on the basis of full equality.

In order to strengthen further the International Union of Students as the only representative, democratic organisation of the students of the world, and to enhance the role of the International Union in guiding the struggle of students in all countries for peace, democracy, and the fulfillment of the just demands of the younger generation, the Council charges the Executive Committee, and all the members of the Council:

1. To work in every way to strengthen and widen its ties with all democratic student organisations and individual groups of students, irrespective of race, creed, sex, or political adherence, who are devoted to the cause of democracy and are working for a stable peace against war mongers and reaction; to draw them into the activities conducted by the IUS, and win them for the principles of the IUS.
2. To publish and circulate to all national student organisations a report on the activities of the IUS, based on that presented to the Council and the discussions which followed it; to prepare exhibitions displaying the work of the IUS and its member organisations, and circulate these around national organisations; to compile and publish pamphlets on the IUS, its aims, tasks, and practical activity.
3. To organise regular visits of members of the Executive Committee and the Council to various countries, in order to collect information and to render practical assistance on the spot to national student organisations; and in the near future, to send representatives of the IUS to the United States, Cuba, Canada, Belgium, and the Scandinavian countries.
4. To check previously accepted decisions of the Congress and Council and ensure that they are carried out as speedily and effectively as possible; and in particular those concerning the democratisation of higher education, that is, the development of universities and colleges open to all sections of the people and in the service of society, and the campaign to remove from use all text books containing fascist ideology, pseudo-scientific theories of racial superiority, or war propaganda and expose all fascist professors and teachers. To instruct the Executive Committee to discuss how far this work has progressed in each of the member countries.

5. To increase the contacts in practical work between the EC, Secretariat, and departments of the IUS and WFDY in view of the vital importance and necessity of further strengthening the collaboration between these two international organisations representing working and studying youth, and to obtain the active participation of the national student organisations in the campaigns conducted by the national member organisations of the WFDY. In particular to support and popularise among all sections of students the decisions of the Conference of Working Youth organised by the WFDY and to mobilise support for the World Youth Congress proposed for 1949.

6. To resist all attempts to slander IUS, to disrupt its ranks or to undermine the influence of the IUS among the democratic students of the world.

7. To call upon national student organisations to oppose the creation of a confederation of students of Latin America intended to undermine the co-operation of L.A. American students organisations with the IUS. In particular, the Council calls upon students and student organisations in L.A. countries to boycott any student Conference in LA which is designed to disrupt the international democratic movement of students. The Council appeals to all student and students organisation in LA to participate actively in the work of the IUS where their interests can best be served and their demands realised.

8. To give particular attention to problems of students in higher educational establishments other than Universities; in particular, to help student organisations and work in technical and similar colleges, where in many parts of the world, e.g., Australia, student organisation is weak. To help student unity to be established between university and other tertiary students where division exists especially where this has a clear organisational expression.

9. To point out to the national organisations the necessity for their accepting in full their financial responsibilities to the IUS especially in the matter of affiliation fees and past debts.

10. To ensure that more active practical projects are organised by all the departments of the IUS so increasing their daily contact with national student organisations and fulfilling their responsibility in carrying out the practical schemes launched by the IUS and implementing the policies formulated by its governing bodies. It recommends that the EC secure proper coordination of the activities of the departments and strive for the most effective implementation of their programmes.

11. To prepare for the widest observance by member organisations of the International Students Day, World Youth Week, International Day of Solidarity with Colonial Youth on February 21st, and the campaign for Spanish students on April 14th. The EC Secretariat and departments of the IUS to prepare these campaigns in close cooperation with the WFDY.

12. To improve the organisation work of the EC, and particularly of the Secretariat and to strengthen the leadership of the departments by inviting leaders of the national student organisations who have proved their worth in practice, to take part in the work of the departments.

13. To organise contests in the spheres of science literature art and journalism, in order to develop a healthy spirit of competition and emulation among student population.

14. To instruct the EC to take all necessary measures to renew the publication of World Student News as soon as possible; and regularly to send out information to the national organisations and student and youth press.

- 7 -

CONCLUSION In conclusion calls upon member organisations to review their activities ~~with~~ in the IUS in the light of this resolution in order to increase their participation in its work and to strengthen their ties with all members of the IUS. The Council calls upon students of the world to close their ranks in the ~~the~~ IUS in the struggle for peace, national independence and the democratisation of education.

A MENDMENT

Page 2, Para 2. Delete sentence beginning, "and regrets.... ranks", and insert;

" It condemns the fact that Mr Ellis, former, Vice President of the IUS should have deserted his post and chosen to adopt a course of undermining the unity of the international democratic student movement."



REPORT OF THE COMMISSION OF THE COUNCIL OF THE IUS, 1948Section I. Main Tasks

The main task of the Press and Information Department is to inform the students of the world of the aims and activities of the IUS: to unite them on the basis of its policies and to mobilise them for their realisation. The department must advance the campaigns of the IUS for unity of the international student movement for peace, national independence, and democratisation of education.

The main responsibility of the department, therefore, under the guidance of the Executive Committee and the Secretariat, is to use every available means of publicity to make widely known to the students, youth and people of the world how students are striving for the extension of primary, secondary and higher education to all sections of youth and for the development of science and teaching, free from falsifications and fascist ideology. It must show how the students and people of colonial and dependent countries and those in countries still oppressed by Fascist governments are struggling for freedom and national independence, and for the development of free universal education based upon their national culture and traditions. It must give full attention to developing unity between the students and youth in all countries, particularly in the joint activities of the IUS and WFDY. It must assist the work of the ICD in developing cultural activity, contact and exchanges, providing information to member organisations on the cultural achievements, problems, methods, and activities of the students in each country. Above all, the PID must try to give the maximum of facts and documentation on student needs, conditions of study, and material welfare.

The best publicity for IUS will always be the activities and campaigns which it carries out, involving individual students, and educating them in the policies on which the activities are based. Thus the problem of publicity for IUS is primarily the responsibility of the governing bodies of the IUS, in choosing and carrying out the activities and campaigns necessary to give expression to its policies. From these general considerations, it follows that:

- 1.- the PID has the three following tasks, viz.
  - a/ to educate students in the aims and policies of the IUS.
  - b/ to mobilise students into activity in IUS campaigns.
  - c/ to co-ordinate their activities on the international plane.
- 2.- the PID should provide factual information on the following subjects:
  - a/ IUS policies and campaigns.
  - b/ IUS relations with international organisations such as WFDY, UNESCO, etc.
  - c/ the work of IUS conferences, commissions, and bureaux, and of joint IUS-WFDY conferences, etc.
  - d/ activity by national unions in support of IUS policies and campaigns.
  - e/ general activities of member organisations and students in relation to their own conditions and needs.
- 3.- the publicity of the PID should be directed at four levels toward -
  - a/ national and other student organisations.
  - b/ other international organisations.
  - c/ the individual students in each country.
  - d/ the general public in each country.

Section II Critique of the work of the PID

The commission has examined how far in the past year the PID has fulfilled the general tasks and specific programme laid down by the 1947 Council. Certain valuable work was done in connection with International Students Day, the South East Asia Youth Conference, and popularisation of IUS. Besides publishing a small number of leaflets and pamphlets, the PID



established a news and documentation service to national unions and student editors.

However, there are many serious criticisms to be made.

Firstly, with regard to the Department, its work suffered from lack of continuity of personnel, lack of technical experience, lack of financial support, and lack of supervision by the Secretariat.

Secondly, the publicity work of IUS was seriously hampered by lack of co-ordination between the separate departments of the IUS, some of which put out their own independent bulletins, etc.

Thirdly, many national unions did not respond to their responsibilities towards the Department in relation to staff, support for publications, and provision of information. They failed also to fulfill their obligation to secure full and wide-spread publicity in their own countries for the aims, policies, and activities of the IUS.

### Section III. Principles of Work for the Next Year

The activities and campaigns projected by the IUS for the coming year afford great opportunities for involving tens of thousands of students in direct participation in its work. The PID carries a great responsibility in ensuring that these campaigns are widely known and bring the students in each country into active contact with IUS. To achieve this, the following principles must be observed by the Department:

- a/ it must control all the central publicity of the IUS under supervision of the Executive Committee and the Secretariat.
- b/ it must improve the quality of IUS publicity material, by reducing the word output in favour of conciseness, and by constantly considering the effect of its material on the people, it is aimed to influence; and, in particular, it must pay close attention to national idiom in language, composition, and pictorial presentation.
- c/ it must give a balanced presentation of all trends and activities within the IUS; e.g., it must show the positive achievements as well as the difficulties of students in each country.
- d/ it must ensure that it gives full attention to such topics as are listed below:
  - i. the international democratic movement of young workers and students.
  - ii. the experience of national student organisation.
  - iii. student scientific, technical, cultural and recreational societies, clubs, and activities.
  - iv. student sport.
  - v. literature and art.
  - vi. student humour.
  - vii. leisure activities, such as crossword puzzles, chess problems, etc.

National organisations also have a responsibility for publicity for IUS, and the Commission calls upon them to keep the department well supplied with material and information, and when requested, to send someone to help in its work. It points out that they have the task of ensuring effective publicity for IUS within their own countries.

### Section IV. Programme for the PID

On the basis of the foregoing considerations, the Commission charges the PID to carry out the following programme in the ensuing year:

1. to publish a general monthly bulletin of information and documentation, in four languages of the IUS, adjusting the number of copies in each to the demand from national organisations, and ensuring that the content serves to inform students, mobilise them, and organise their efforts for the work and aims of the IUS. This bulletin should have priority over all departmental bulletins.

2. to publish pamphlets on the work of the IUS and its Council, on the efforts of students for peace, on the struggle of colonial students for national independence and their national culture, on the fight of Spanish and Greek students for democracy in their countries, on the rights and needs of students /i.e. a summing up of the results of the Conference on Student Needs/, and on the problems of students in Latin America.
3. to issue a monthly wall-newspaper, in the four languages of IUS, utilising all the technical possibilities of pictorial treatment of the campaigns, policies and activities of IUS, which a format of up to 100 x 150 would allow. This should be paid for by national organisations at a price based on the cost of production, and should be distributed through the central offices of the national organisations.
4. to publish a weekly news bulletin for use by the general press, in international news agencies, and national student and youth press.
5. to organise publicity for every practical activity of the IUS, such as the Winter and Summer Games, the Student Festival, the Needs of Students Conference, etc.
6. to organise radio broadcasts by the IUS, to give wide publicity to the times and wave lengths of these broadcasts, and to any radio transmissions organised by member organisations.
7. to send to member organisations suitable articles for publication in their student press on problems of university teaching, student life, students' needs, and student achievements in each country.
8. to organise, in collaboration with WFDY, an international conference of editors and staffs of student and youth journals, and of young writers, to study the special problems of the student and youth press, the role of this press in the struggle for the rights of youth and students, for freedom and national independence, for peace and democracy.
9. to develop the exchange of student journals between the national organisations and universities of each country.
10. to organise exhibitions on the work and campaigns of the IUS.
11. to organise exhibitions of student art to tour member countries under arrangements made with national organisations.
12. to investigate the possibilities of developing photographic and block service for the world student press.
13. to investigate the possibilities of producing recorded discussions by students on suitable subjects, and recordings of student choral musical performances, for distribution in member organisations.

This Commission discussed at some length the need to publish a new form of WORLD STUDENT NEWS, and the problems involved in this. The following points must be made clear: 1/ there is an urgent need to renew publication of World Student News as quickly as possible, as the main tribune of the IUS. This Commission considers that the price must be low enough to make it available to students. 2/ There are serious technical problems to be done over in order to achieve success for this publication, namely, the high cost of production, the difficulty of distribution and the need to get guaranteed orders and payments from member organisations.

THEREFORE --- a/ the Commission charges the E.C. to find the way to overcome these difficulties and to resume publication of WSN as soon as possible, and to discuss this question in close liaison with the Finance Committee. b/ the Commission appeals to all member organisations to support the publication by assisting in the solution of distribution problems and by guaranteeing orders and payment for WORLD STUDENT NEWS.

c/ the Commission instructs the Executive Committee to appoint a competent editorial board for the magazine, including at least a general editor, a business manager, and assistant editors for each of the different editions. In conclusion, it stresses that these problems of finance and distribution must be solved in order to ensure successful publication of WORLD STUDENT NEWS/

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### OUR CONTACTS WITH WORLD STUDENT PRESS

One of our main preoccupations was to establish contacts with the biggest possible number of student papers in the world. We thought and we were right to think so that the student press would be a precious source of information on the character of the activities and on the problems of students communities in every country. On the other hand, we were confident that such contacts would facilitate the distribution of information on the IUS. For the moment, we receive more than 200 publications from National organisations, faculties, universities, study groups, etc. Most of them are from Great Britain, U.S.A., U.S.S.R., Latin America, Poland, and Hungary. Our contacts not only permitted us to improve the information service for our member organisations, but helped us principally in the case of Latin America to develop our influence among the masses of democratic students, to strengthen unity and activities, to create an atmosphere of sympathy and adhesion to the principles of our organisation which we could check up in the numerous letters, student papers, resolutions, decisions sent to our department, as well as in the work of the National Congresses in this continent.

### OUR PRESS ARCHIVE

In the last months, our department started to set up archives for the press, the documentation and the photographs collected by our department. This considerable work was not yet finished and we are not yet able to answer to all wishes of member organisations. However, we can already use certain documentation to provide our member organisations with, but we could not always reproduce photographic documents in order to distribute them abroad. This will be one of our future tasks. There is no doubt that the work of maintaining archives is of great importance to the P.D. and someone must work permanently on this work as soon as possible.

### OTHER ACTIVITIES INITIATED BY THE PID

The PID had the idea to use the cinema as a means of publicity and propaganda of the IUS and the life of its organisations. First we thought to use a film on the Congress of the IUS, but we were prevented to do so because of financial difficulties. Then we had the idea to make a certain number of short films on student activities in certain countries, making a complete film of these which was supposed to be used by the NUs. But we did not try to get into touch with the competent authorities of certain countries, where certainly exist films which concern university life, studies, training or practice done by the students in their faculties, which would have given to our disposal films which could be used as information.

- 6 -

After the participation of the IUS in the international exhibition organised by the WEDY during the World Youth Festival, which was held in Prague in 1947, the PID has tried to organise a flying exhibition of art works done by students and young artists, which was to go to different European countries and maybe also to other continents. The Ministry of Information of the Czech Government promised to give 25,000 crowns for the exhibition in Czechoslovakia under the condition that we would ensure the organisation of exhibitions of Czech student art abroad. The exhibition did not take place because of the lack of collaboration from the part of the NUs. It will be organised later because we think it worthwhile to present everywhere the works of the young student artists.

On the field of the same activities, we only are able to quote as a positive result the participation of the IUS in the exhibition of works of anti-fascist students in Spain, organised in Paris by UFEH under the auspices of the IUS.

#### CONCLUSIONS ON THE WORK AND DIFFICULTIES OF THE PID

We have made here a description of the most important activities of the PID during the past year. It is possible to conclude that the PID with the help of the Secretariat and the Executive Committee developed its work according to the recommendations and resolutions of the Council 1947. If we could not accomplish certain tasks, so was this for lack of financial facilities, for the lack of paying debts for WSN on the part of the member organisations. Everybody here knows that the publication of WSN needed all the funds for information and even the IUS is still indebted with certain printers.

The lack of efficiency, however, is not only the result of financial difficulties; it was too a result of certain weaknesses in our work and lack of attention of the Executive Secretariat to the organisation of the department. It is true to say that in the last months of the last year, our friend Ivanov, head of the department and Russian Editor, had to leave his position because of a deep illness. The French editor had left in September already. However, the remaining personnel in the PID did not take all opportunities to fulfill its tasks up to the end. On the other side, the deficiencies in quality as well as in quantity of material sent abroad resulted from a lack of more intense co-operation of the NUs and on the other hand, from the lack of co-operation of the Executive Secretariat in the publications of the department. We realised a great number of improvements during the last few months, as an example, we already quoted the betterment in the presentation and contents of our bulletin. The Summer publication, the pamphlet on the Sanatorium, and the Sport leaflet now in print, are a proof of a better co-ordination in the discussion and preparation of all our publications, which means for the PID a work corresponding much more to the needs of the IUS and the students

in general. The past experiences and the necessity to improve the information and publicity of the IUS among the student population lead us to present the following suggestions to the present Council.

DRAFT PROGRAMME OF THE PID FOR THE NEXT ACADEMIC YEAR

The work done by the PID during the last year, as we already described, did not answer in the best way the necessities for unity and struggle of the democratic forces for peace and democracy in the world; it did not answer the necessary solidarity for the strengthening of the liberties, of the independence and democratisation of universities, and of the most elementary democratic rights which big masses of students are defending with their own blood against the imperialist aggressors, against reaction and fascism in Europe, Asia, America and Africa; it did not answer the necessity to strengthen and develop student unity on the national and international field, the unity of youth and students, the publicity of their struggles and their needs, the orientation of the IUS and its tasks among the students and leaders of its member organisations, and among the new student masses in America and Asia, which every day come nearer to the international organisation which is defending their interests; finally, the PID did not satisfy the necessity to reveal to the democratic students of the world the true aspect of the enemies of their unity, interests and struggles, the enemies of the IUS, of democracy and peace.

We believe it to be necessary to correct these mistakes for the benefit of the IUS, of the democratic students all over the world, and for the benefit of the aspiration for peace and democracy of each of us. We propose that: -

considering the economic possibilities, the Council will decide to help the work of the PID; and waiting for the help of the member organisations, we believe that the work of information and publicity of the the IUS has to conserve a mass character which shall bring voice of our organisation, of its orientation and activities to all student organisations in every country, to the students in every university and faculty.

To this end, we propose the following tasks for the PID: -

1. To recommend to the Executive Secretariat to make everything possible to publish a new WSN, every third month in 4 languages as before. We must lower the price, eliminate the use of too expensive paper, avoid graphic luxury and the special format and to make the WSN a paper of orientation, education and large information, unity and struggle of all students in the world. It has to be the tribune of the IUS and the NUs, of all students loving peace and progress. The new format must be approximately 35:25, and have 4 pages. According to the requests of the NUs, the administration shall send the paper according to the orders of



- 8 -

the person directly responsible for the distribution. The NUs will have special staff of students which will organise the distribution and send material to the IUS periodical.

2. To continue the publication of the monthly bulletin of information of the IUS, increasing the number of copies of each edition of each language, to answer the demands of each country and continent, improving the contents and the presentation and using it as a better means of political information, information on organisation and social conditions of students. The bulletin must be a means of orientation, organisation and a means of pushing forward the activities of the IUS and all NUs and of all students.
3. To realise the decision of the Council 1947, to publish the pamphlets: IUS organisation of democratic students of the world; the students in struggle for a democratic peace; students in colonial, semi-colonial and dependent countries; struggle of youth and students against Franco's regime in Spain; democratic rights and needs of students.
4. The monthly edition of a wall newspaper in English, Russian, French and Spanish, including directives of the Executive Secretariat, informations on activities of each department, information and illustration on important questions of student life. We propose the format 90:70, printed - IUS VOICE - and that national organisations take the responsibility to place it in every student building. It would be distributed free of charge, but we would ask the NUs to organise special financial actions every semester. We must immediately be informed of the addresses of all colleges and faculties to which such material must be sent.
5. Publication of a weekly information bulletin to be sent to the NUs, press in general, and to information agencies.
6. Every task or work of the IUS has to help morally for its realisation through large publicity to help students to a better understanding of IUS activities.
7. All publicity of any of the departments of the IUS to be the responsibility of the PID.
8. To improve the regular radio emissions of the IUS with the help of the NUs and organise special emission for students in need or in struggle for the independence and liberty of their nations.
9. To send to the NUs and the student centres duplicated material on problems of university teaching, student life in the people's democracies, USSR, and everywhere where student needs are insufficiently satisfied.

our debts towards the printer's and to pay other services in relation to WSN and the majority of NUs not paying their debts, these are the reasons why we cannot present the Council the second number of WSN and why we are asking the Council to take all decisions needed to solve this problem which is of a great importance for the life and the activities of the IUS, of its member organisations, and of the students all over the world.

#### THE MONTHLY BULLETIN OF THE IUS

As WSN did not appear, our department made its utmost to fill the emptiness caused by this fact in improving the contents and multiplying the number of copies of our Information Monthly Bulletin. We especially increased the number of copies in Spanish to have a closer contact with Latin American students. We included as well, in addition to the normal informations of the Secretariat on the work of the IUS, the most important international university problems and in regard to the work of the different departments special articles and statements with regard to the life and activities of students in different countries. Our bulletin was well appreciated by all organisations, faculties, and student centres. However, 300 English copies, 200 French and 80 Spanish were insufficient to bring information everywhere. According to the general demand, we increased the edition twice as much. Nevertheless, the monthly bulletin is not more than an internal publication for member organisations, as it cannot deal with sufficient emphasis with very important problems and cannot bring material of orientation, education, documentation as our WSN was doing.

#### SUPPLEMENTARY DOCUMENTATION

In order to correct as much as possible the deficiencies of our information service, the PID started in the last 5 months to publish a series of supplementary documentation for the use of the NUs and the student papers and students in general. For example, we sent material on the student movement in USSR, peoples' democracies, Latin America, U.S., Asia, Spain, and so on, dealing at the same time with the question of higher education. We sent as well collections of student newspapers to several NUs in order to help them in the understanding of the problems of teaching, of social and university life in the respective country. In the same field we must remember our efforts to establish contacts between the NUs and the student press of different countries, sending lists of addresses of student papers received by our department. Finally, we must bear in mind that a number of press bulletins were sent to the NUs, the student papers and the information agencies in order to bring up-to-date material on the activities and most important problems concerning the student community in the world. We intended to publish these bulletins each week, but we did not succeed in doing so for technical reasons. If the PID has fulfilled in a good way its task of information on student life through



these different means, it however under-estimated the task to help the Secretariat and the departments of the IUS morally in bringing the realisations, the present and future activities, the results, the aims (Their...) to the knowledge of the students and of the people in general.

#### USE OF RADIO AS A MEANS OF IUS INFORMATION

The PID assures an emission of students news in 18 languages on the short waves of Prague Radio every week. Each Wednesday, as well, we broadcast a radio bulletin in Spanish for students of Latin America and Spain from the same station. Letters from Latin American countries have given the proof of the usefulness of these emissions, and the success they have among the students. As a matter of fact, we did not receive any confirmation from certain NUS that they are listening and if they are satisfied with our work on this field. However, we have to underline a defect which we shall be able to correct with the help of the NUS only: That is, the fact that most of the news presented in the emissions are not up-to-date and often without connection with the needs for information on the activities of the IUS and its departments. We always underlined the necessity to develop this means of information in all the countries where students have the facilities to use broadcast. Up to now, we only could listen to such emissions from USSR and other people's democracies, although we are sure that other NUS have the similar opportunities.

#### PROBLEMS CONCERNING THE PUBLICATION OF PAMPHLETS RECOMMENDED BY THE COUNCIL OF 1947

Among the publications recommended by the Council of 1947 as mentioned at the beginning of this report, we only published the following: - ISD November 17th; Pamphlet on Students Fighting Against Colonialism and Imperialism in colonial, semi-colonial and dependent countries on the occasion of the Calcutta Conference; a nice pamphlet on the university sports and the Summer Publication dealing with the needs of students in general - dealing with the role of IUS among the students in the fight for peace, democratisation of education and better material conditions; we prepared as well, not yet printed, the pamphlet on the International Sanatorium in Czechoslovakia, Posters were printed for November 17th, 1947, and others are in print for the Sanatorium of the IUS and November 17th, 1948. All this implied great expenses.

We multiplied documents on student co-operatives in Rumania, scientific societies of students in USSR, universities incorporated in USA, university and culture under Franco-fascist regime, reform of higher education in Poland, etc., etc..

We must bear in mind the offers of certain member organisations, among them the people's democracies organisations, to publish in their own countries the pamphlet on colonial countries.

- 9 -

10. National organisations should be requested to reserve in their journals a permanent place for IUS news.
11. To recommend to the Executive Secretariat, the organisation in collaboration with WFDY, of an International Conference of Young Journalists of Youth and Student Papers to study the role of the press in the struggle for the rights of youth and students, liberty and national independence, peace and democracy.
12. To develop the archives of the PID in order to have a service for the benefit of the NUs and to develop the exchange of student papers throughout the world.
13. To set up the circular exhibition of student art sponsored by the IUS with the responsibility of national organisations.
14. Groups of students in one country to record discussions and points of interest (and languages understandable) to students in other countries. These recordings could be made on a topic of mutual interest to students in two particular countries and an exchange made. At the same time, the discs could include recordings of student choral and musical performances.
15. The Council has to recommend to the NU of France and Great Britain to send to Prague students competent for the work in the PID.

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RETURN TO CIA LIBRARY

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"The Council of the IUS considers that the democratisation of higher education and the implementation of measures to make higher education accessible to the broad masses of working, peasant and other poor youth is a task of vital importance to the students and the democratic youth of the world. In many countries however, the realisation of this task meets with opposition on the part of anti-democratic forces and has not yet brought substantial results".

With these words, the Council in 1947 reviewed and underlined the fundamental task before the IUS, a task which was made in its concrete fulfilment the responsibility of the Intellectual Cooperation Department. The ICD was established at the Congress in 1946, where students met to give continued life to the wide-spread desire for a better world which had flourished so strongly during the common struggle against fascism. At the end of the war many problems had to be solved. The greatest problem facing students was the reorganisation of a healthy democratic educational and student life. In almost all countries student life and organisation had been either partly or completely desorganised; in some there were other special problems. In the former fascist and fascist-occupied countries there was need to remove from the educational system those who had actively propagated fascism and collaborated with the enemy. The false ideologies of discrimination, racial superiority, chauvinism, and perversions of science, had to be removed from text-books and curriculum. In the colonial and dependent countries national independence was a key question for all, including students, and they were faced with the gigantic task of constructing an adequate educational system in accord with the new spirit of freedom and to meet new aspirations which had grown out of the war. Other important tasks demanding solution were the reconstruction of buildings and equipment destroyed during the war, and the rebuilding of extensive contacts and interchange of ideas between people, particularly intellectuals and students.

In order to solve these urgent problems the 1947 Council make many concrete propositions. We remind you that these were largely a re-iteration of the decisions of the 1946 World Student Congress, but we feel it necessary again to draw attention of Council to them since they have lost nothing of their importance or urgency, and too little has been accomplished in their fulfilment during the last year.

These resolutions are quoted at length to impress on this Council the tasks which have been set before for this department, and in order to place these before this Council again for consideration.

"In order to solve these urgent problems, the Council of the IUS urges:

- 1) The elimination of all forms of discrimination in admission and scholarship to higher schools, the reduction of tuition fees, the abolition of fees for examinations wherever such are charged, the creation of a system of state stipends (primarily for students with families and those demobilised from the army and resistance detachments) free use of textbooks, study aids and laboratories; the reduction of dormitory fees; free medical service for students; and the establishment of peoples' universities.
- 2) That the democratic student organisations belonging to the IUS should conduct national campaigns, enlisting the support of other national, educational, professorial, political and civic organisations, to discuss measures ensuring the proper integration of student conditions, as well as making higher education accessible to the broad sections of youth. The proposals resulting from these discussions should be submitted to the governments of the respective countries for their consideration.
- 3) The immediate elimination from curricula and textbooks of pseudo-scientific theories of race, chauvinism and imperialist propaganda and the expulsion of students and teachers who actively collaborated with the fascists. It is particularly recommended that democratic students organisations of former hostile states launch campaigns to accomplish this task in their countries.
- 4) The establishment of democratic administrative and governing bodies of universities, especially in colonial, semi-colonial and dependent countries.

For this purpose:

- a) The departments of the IUS should invite well-known democratic professors to write criticisms of textbooks and books of pseudo-scientific or anti-democratic content to be published in IUS publications.
- b) The member organisations of the IUS should bring such textbooks to the attention of students and endeavour to secure their removal from the curricula.
- 5) That democratic student organisations actively support and widely popularise in their countries the truly democratic men of science and technics and help them in their activity to achieve the democratisation of higher education.

- 3 -

- 6) It is recommended that national unions of students study means of reforming higher education so that it will adequately prepare the student to face the problems of his own country and take his place in his national society.
- 7) Since a democratic university is not realisable without the democratisation of elementary and secondary education, national unions of students should study means of reforming them.
- 8) National unions should fight to have their representatives consulted on all questions which concern student life and the functions of the universities.
- 9) It is recommended to national student organisations that they extend their contact with democratic movements in their countries so as to ensure a more active participation of students in the whole life of the country.
- 10) The IUS, together with member national student organisations, can render great aid in the democratisation of education through aiding the creation of mighty national student organisations, democratic and fully representative in character.
- 11) The IUS should approach the WFLY, UNO and UNESCO regarding the extension of high school and middle school education so that this question, on which the extension of university education depends, can be taken up in the broadest possible fashion.
- 12) It is recommended that all actions taken by member national student organisations be reported back to the IUS.

In the sphere of cultural exchange the same Council recommended:

1) Correspondence Bureau.

The Correspondence Bureau of the IUS should not attempt to compete with national correspondence bureaux where these exist, but should attempt to stimulate their formation in countries where they do not exist. For mass exchange, decentralisation through correspondence in member countries is more efficient than a central agency.

2) For exchange of books and periodicals the ICD should act as a clearing house for such exchanges. In cases where a member organisation of one country wishes to purchase certain books in other countries, the ICD should endeavour to promote such purchases. Exchange of periodicals is better accomplished direct from national organisations, but the ICD should stimulate and coordinate such exchanges.

- 4 -

3) Film exchange and library

The ICD should compile a list of suitable films which are available in the various national organisations as a basis for the formation of a film library. In addition the ICD should assist member organisations in obtaining films from other countries. It should discuss with UNESCO the problems of customs and censorship which at present complicate exchange.

4) The ICD shall endeavour to assist member organisations in obtaining such information as they may desire from other countries for example the colonial countries should be helped to obtain all information on relief and reconstruction. The member organisations must cooperate by responding promptly to requests for information both from the IUS and from other member organisations.

5) The commission proposes the further extension of student exchanges for purposes of study, and calls on the ICD to promote and coordinate the international adoption of colleges and the formation of "brother" colleges. The exchange of professors and lecturers should be part of this programme.

In the sphere of intellectual relief we recommend:

1) A priority system should be established by ICD for intellectual relief needs.

2) The ICD should urge member organisations to collect books and other forms of intellectual relief and should serve as a clearing house for the distribution of this relief according to the international plan of World Student Relief.

3) The ICD should attempt to organise teams of technicians and professors who would be sent to aid the intellectual reconstruction of war-devastated and economically backward countries.

4) The ICD should appeal to governments and ministries to reserve places and offer scholarships, for students from needy countries and particularly colonial, semi-colonial and dependent countries and all those fighting for liberation, who have appealed to the IUS

5) The Council declares itself against all policies forbidding certain peoples to have cultural contacts with others ( This proposition arose out of the statement of the North African delegate on Arab cultural contacts between North Africa and Middle East)

In the sphere of education and information, we recommend:

1) The ICD with the help of member organisations should set up a university documentation bureau to collect all information relating

to the educational systems in the various countries.

2) The ICD should concentrate on the preparation of three new faculty bureaux during the next year. It should consider the possibility of faculties of Agriculture, Education, Engineering and Economics, and the tentative suggestions from the delegates of India, West Indies, Scotland, Sweden and Denmark that certain of these conferences might be organised in their countries.

3) The policy of the ICD should be to coordinate the work of the member organisations through the central bureau in the IUS. Headquarters and to promote specific projects with the assistance of the different member organisations".

Both the Congress and the 1947 Council have indicated clearly their understanding of the importance of the ICD and its tasks; these were important tasks in 1946 and in 1947, and from the Executive Report it should be clear that they have increased rather than less in the past year.

The ICD has not in the past measured up in its work to the ideals expressed by our deliberative bodies. It has not been able to realise in practice the activities planned or envisaged for it. To understand why and in order to make practical plans for the future, we must examine frankly the cause of failure in the past.

The ICD has fallen short of its objectives for three main reasons:

1) The programme laid down for the ICD has been too vague, too sweeping and not been clearly and properly directed. This has inhibited effective planning within the department. It should have concentrated more on two or three basic key tasks, from which to proceed to the fuller implementation of its programme.

2) The fullest cooperation of all member organisations is necessary for the success of the ICD. This applies particularly to the supply of information, facts and data from which the ICD must proceed in its work. The response of our member organisations to questionnaires etc, has been disgraceful. It is important that if our requests for information are unrealistic or the information is not available as is sometimes asserted, we should be told. One of the most important jobs of the ICD the collection of information about the status of education and educational opportunities in various countries, as a basis for campaigning for better conditions - has scarcely been begun although the department is two years old. This is largely the



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 fault of our member organisations which have section regularly supplied us with sound information. It is impossible to organise effective work in the department without a proper staff; and again we find our member organisations falling down. Yugoslavia and Italy each made themselves responsible for providing a full-time member of the department, but neither country has fully met its responsibility.

3) The personnel of the department suffered an abnormal number of changes and was generally very unstable, resulting in a lack of continuity in the work of department. For a large part of the year there has been no head of the ICD, and when this has been ~~done~~ one his time has been taken up by an abnormal amount of travelling.

It is necessary to stress the long-term character of the work of the ICD. The work to make education available to all without discrimination, to ensure the material and social conditions for freedom to study, freedom to organise and speak and indeed our whole programme of intellectual advancement and cooperation must continue and develop over the years as a continuous process. This field will grow with the IUS, with the accumulation of more and more data, with our own and our departments concrete achievements and experience. At the same time we must never lose sight of short-range objectives, of our concrete day to day activities, specific campaigns and the positive expressions of "democratisation of education" during the academic year.

Some share of the responsibility for the weakness of the work of the ICD must be borne by the Executive Committee and the Secretariat. In January the E.C. heard a long and thorough report on the department, but has not taken sufficiently vigorous action to have the fine plans for the ICD implemented. The Secretariat too has tended to neglect the ICD and could have done more to check up the progress of its work.

All these weaknesses do not mean that the ICD has done nothing or that nothing has been done in the IUS to achieve its aims. The problems of democratisation of education and intellectual cooperation are not the monopoly of this one section of the IUS, but are the responsibility of all its sections, and the sum total of IUS activities during the past year has contributed a great deal to the solution of these problems. Much has also been done by many of our member organisations. The best lines on which to work are becoming clearer to our students, and despite attacks on some democratic students movements and deteriorating conditions in many areas, educational opportunities and intellectual cooperation are improving.

- 7 -

The fight and work for better educational opportunities for youth of the poorer classes, from among the workers and peasants, has grown in many parts of the world. In England the National Youth Parliament, including youth organisations with over a million members, presented the major problems of young people in Britain to the entire nation. The NUS played a leading part, presenting a draft Education Bill, and the students and youth together drew up legislation which would extend the possibilities for education at all levels to all sections of British Youth. The task now is to organise the youth and students to demand its implementation.

The British NUS has also drawn up and campaigned for four-point programme which asks for

- 1) Abolition of fees,
- 2) Free maintenance grants for all students, covering 52 weeks of the year
- 3) Basic co-ordinated votes for these grants, assessed according to students' costs of living, plus tuition costs
- 4) A minimum entrance standard for all colleges and universities.

In totally different conditions, the students and youth of India are campaigning to extend educational opportunities to all young people in India. In a campaign against increased fees the All India Student Federation, they are trying to reduce the cost of education today, so eliminating the major means by which economic discrimination works against the poorer students and youth in their country. They have organised a mass campaign of demonstrations petitions and meetings, and have called upon IUS member organisations for support in their struggles.

By these means, under their different conditions, the students of India and Britain are developing their work for a fully democratic educational system. The ICD must draw on the experience of campaigns like these together all the documentation and material unearthed during these activities and make known to member organisations the facts and the lessons learnt, so as to help them in similar activities..

The magnificent work of the students in Viet Nam for the elimination of illiteracy has been referred to in the Executive report, similar work is being done in Indonesia where there was

over 90% illiteracy when the Republic was born. Illiteracy is a huge problem which the IUS must take up more vigorously. Hundreds of millions of people in the world cannot yet read nor write, and students can make a very great contribution to the elimination of this evil.

The IUS has directly interested in the preservation of national cultures, and in protecting the cultural and educational rights of national minorities. The IUS took up particularly the case of the closure of the Chinese schools in Siam by the Siamese government by imposition of conditions making their continuance impossible. Lest you doubt that the IUS can do something in cases like this, we should tell you that the General Secretary of UNESCO told the Acting Head of the ICD at a Press Conference in Prague that he had heard nothing official or unofficial about this matter. He added that in any case UNESCO can only take up such questions when they are raised by a government which belongs to UNESCO. The IUS then passed information on this and protested to the United Nations Human Rights Commission, which has told us that they are taking up this important matter.

We urge our member organisations to press strongly still for scholarships for students from colonial and semi-colonial countries. Already there has been a response to our previous requests, scholarships being granted by Hungary, Poland, Bulgaria and Rumania.

Here is a means of intellectual relief which we believe can be greatly extended by more work by our member organisations.

In the United States it has been necessary for many students to campaign for the preservation of their academic freedom, by means of meetings, petition and student parades. A tremendous amount of material has been received by the IUS indicating serious attacks in the US on the right of students to study freely, to have access to important publications, to organise and so on. Some of this has been published by the IUS in bulletins etc but much documentation remains still to be distributed. A noticeable feature of the US situation is the persecution of the new Wallace Movement on the campus, and increasing attacks on our member organisation American Youth for Democracy. The student reaction has been sharp, and has been often supported by the leading intellectuals labour leaders and prominent progressive citizens. That is always important to enlist the support of democratic community, labour and youth organisations and leaders is borne out by the experience of our member organisations, but the IUS must obtain all material and make fact and experience known to all students. Widespread support from all sections of the community did much to ensure the withdrawal of the Minister of Education from his original dogmatic position recently when he banned films of origin other than the British Empire from Educational establishments

- 9 -

in Victoria, Australia. A protest Committee formed by the students of the Melbourne University played a leading part in campaigning for withdrawal of the ban. The IUS sent a cable of protest in their support.

In the Peoples Democracies in Eastern Europe, recent years have been marked by increased student self-help movements, including cooperative ventures in text-book publishing. In these countries, too, the work for democratisation of education has grown apace; they have been actively engaged in ridding their educational systems of the remnants of fascist thought and practice. Protagonists of discrimination and collaborators have been removed from the schools whilst new possibilities are now open to students from peasant and working class families

During this time ICD action to implement resolutions of the Council on the democratisation of education has included great and positive contribution to the Conferences in South East Asia and Latin America and the WEDY Working Youth Conference. These will all be dealt with in separate reports to this Council. It is sufficient to say here that the Charters of the Working Youth and Students especially in South East Asia and Latin America are blue prints for a decent and adequate educational system in these parts of the world.

The ICD must play a leading part in transforming these blue-prints into reality. During the past year its Bureaux have conducted many excellent activities, but these have not been coordinated in a single integrated plan, and have therefore not contributed fully to the fulfilment of ICD's tasks. Having no proper over-all plan the Bureau have tended to develop in isolation from the ICD. Our future plan of work must insure that the ICD bureaux become the key means by which the ICD tasks are properly carried out and taken down to each individual student.

There are 5 separate Bureaux within the ICD. These are : the International Correspondence Bureau and Four Faculty Bureaux including the Architectural Faculty Bureau, the Medical Faculty Bureau, the Agricultural, Forestry and Veterinary Faculty Bureau and Engineering Faculty Bureau. Despite the fluctuation of personnel in the department, already referred to, the various sections of ICD have developed their activities along the specific lines laid down for Bureau by the last Council. Much has been accomplished and we can say that the Faculty Bureau in particular have become an important part of the work of the IUS.

On a national level, perhaps the most significant development of IUS Faculty Bureau work has been in Australia. The National Union of Australian University Students established at its last Council Meeting Faculty Bureau in 6 faculties in all the Australian universities. This was a direct result of contact with the IUS and already significant advances have been made. The Australian plan is dealt with in some detail in the IUS Information Bulletin which will appear during this Council.

This important development, the reception of the Clinical Congress among Medical students of many countries and the support given to the IUS by Architectural students (which was clearly shown recently by Sweden and Switzerland), demonstrate that when the IUS has a concrete meaning for students they will support its programme. It is one of the main tasks of the ICD to make this meaning clear to the students in different countries, and there is no more effective way of doing this than through the ICD Bureaux.

The Engineering Faculty Bureau

This Bureau was started under the leadership of a part-time volunteer, and successfully established extensive contacts among students and professional engineering associations. It published a bulletin which was well received, and has been planning a Conference of Engineering Students to be held some time during 1948-49 academic year. However, it appears that at present this Bureau will have to develop more and be more firmly established before such a Conference would be justified.

Architectural Faculty Bureau.

Through this Bureau direct contact has been made with the Architectural students of 25 countries bringing incidentally the IUS to students to whom it was previously unknown. A Rising directly from the work and suggestions of this Bureau, several national organisations of Architectural students have been formed.

A Committee has been set up by the British Architectural Students Association to work on the International News Letter. If all member organisations cooperate fully this News Letter can successfully provide a channel for the exchange of news and information between Architectural students from all parts of the world.

A survey has been made of the World's architectural journals and publications, and the demand for these in different countries. Several journals have been made available to students at reduced cost.

The most important work of the AFB has been the preparation of Architectural Students Congress, to be held in London. Originally scheduled for 1948 summer it had to be postponed through lack of personnel in the bureau. It will now take place from December 30th 1948 to January 8th 1949.

The Congress will be based on the theme that Architectural students must be united nationally and internationally to improve architectural education, the profession and industry through discussions and understanding of mutual problems. Such a unity is necessary if architectural students and their profession are to make the maximum contribution to peace and reconstruction.

There will be lectures and discussions on technical and professional subjects, and visits to factories, research stations and housing projects in different parts of England. There will be opportunities for discussion on mutual problem with young building operatives and apprentices and there will be exhibitions

12

of projects by each delegation and from representative British schools.

The discussion programme will be centered around the

- 1) The role of the Architect and/Students in society, and the need for reconstruction and peace.
- 2) The nature of architectural education and the reforms necessary to produce architects as responsible and active members of society.
- 3) The organisation necessary to bring about the standards decided upon and the aims of national organisations and the IUS.

An appendix to this report sets up in considerable detail plans for this Conference. We hope that from this meeting will emerge the future programme of the AFB. Already it is planned that this programme will include an international competition of student projects to be held in conjunction with the 1949 IUS Festival. It will undoubtedly include also student and travel exchanges, film exchanges the circulation of technical books and journals, and student summer schools and congresses in the future.

These plans cannot be implemented until staff has been found for the bureau. This is an immediate need, not only for the general Bureau work but for the Congress itself. Between April and September of this year, there was no one working in AFB and by the end of this month (September) it will be necessary to find a full-time worker for the Bureau. This Council must give immediate attention to this problem.

#### The Agricultural, Forestry and Veterinary Bureau

This is a newest edition to the IUS Faculty Bureau, and potentially it is one of the most important Bureaus. Staff at present by Czechoslovak volunteer students, it plans to establish a model farm in Czechoslovakia. Land has already been granted for this farm which it is hoped to convert into an extensive experimental project where students can work on the latest methods of agronomy, veterinary problems and forestry. It will be unique as a place where technical information and recent advances can be exchanged between the students of many countries. When the farm is operating properly it is planned that it should directly supply the IUS Sanatorium with food.

This particular project should be extended to colonial and semi-colonial countries. This Council should explore the possibility of establishing a similar farm in South Africa. It could make a very great contribution to raising the technical level of



is this is done it be a joint project of the IUS and the WFDY.

In order to forge a sound programme and extend and popularise the work of this Bureau, an International Conference is necessary. Students of agriculture in countries like Canada, where the faculties are very advanced can do a tremendous amount to help students where techniques are relatively backward. Direct personal contact and work at an International Conference of Agricultural students is clearly a necessary step in order to start this work.

Plans for the Bureau include not only ~~for~~ experimental farms but also experimental forrests to which students from all parts of the world can be invited to work.

#### Medical Faculty Bureau.

This Bureau has carried out <sup>the</sup> most consistent and extensive activity of any section of the IUC. It has been fortunate to have a permanent head for some time past; it has been fortunate too in having the active assistance of such IUS member organisation as the American Association of Internes and Medical Students.

During the last twelve months the MFB, with the Central Travel and Exchange Department, organised two tours of American Medical student groups to Europe, and assisted in placing foreign students in internships over the summer months in Great Britain. Last summer a tour was organised around the International Physiological Congress and this summer another tour around the Clinical Congress. European students have yet to be integrated properly into this programme; and the Bureau will have to make arrangements with national Union Travel Agencies which are at present handling most student travel in many countries.

In the field of relief and exchange the Bureau has collected and distributed textbooks, films, microscope slides, medical journals. During the cholera epidemics in Egypt, the Bureau forwarded independently over 1 million units of anti-cholera vaccine, and obtained additional contribution from member organisations in the United States, Great Britain, Finland and Czechoslovakia of milk preparations for the Greek children in Czechoslovakia. We have just received 15 million units of penicillin which will be distributed soon; we have also 100 grams of streptomycin and a store of over ten thousand medical texts and journals in the United States awaiting distribution. This aspect of MFB work must in future be very closely coordinated with the plans of Relief and Assistance Department.

The high-light of MFB activity during 1947-48 was the first International Clinical Congress. This was one of the most successful activities ever conducted by an international student organisation.

and established the IUS firmly among a large number of students who have never before been directly reached by any IUS activity. For the first time in student history a group from 1 study discipline, drawn from 25 countries scattered over 5 continents met together to discuss their field of study and its relations to the world around them. The results of this Conference which are indicated in detail in an appendix to this report, show the real significance to the ordinary student of an organisation like the IUS. This Council must study the results of this Congress and lay the groundwork for their full integration with the future activities of the IUS.

#### The International Correspondence Bureau.

The immediate response to the establishment of ICB was very heartening. However, none has worked regularly and consistently in it for months, with the result that it is slowly dying. This Bureau has a tremendous potential value to students and its problems are not difficult to solve. One person working part-time could handle the work of this bureau quite easily. I regret that not more can be said about the activities of this section of ICB. If the ICB is to continue and carry out the task originally allotted to it the Council must address itself to two questions -

- 1) The allotment of staff for the work of the Bureau
- 2) Means of securing much greater cooperation and assistance from our member organisations.

#### Conclusions and the future work of the ICD

This summary of the past work of the ICD should indicate the importance of its activities to the IUS and to the students. Potentially the work of the ICD is among the richest fields of the IUS work. The work it has to do is most vital and important for students all over the world and for the furtherance of international understanding.

To overcome past weaknesses in the department the Council must assume three responsibilities:

- 1) It must provide the necessary capable personnel to staff the department and its Bureaux
- 2) It must reaffirm the responsibilities of IUS member organisations for the work of the department. Without their consistent and active cooperation, the most elementary and the most urgent task cannot be completed.

15

- 3) It must overcome the general lack of realism in planning the work of the department.

These three immediate problems can be tackled within the framework of the excellent resolutions already passed in previous years.

The wealth of experience of each member organisation must become the property of the ICD and through it, the property of all member organisations. The immediate task of the ICD, then is to assemble during the weeks immediately following the Council, facts, documentation and material accumulated by all member organisations in their manifold activities. On the basis of this material which must be continually built up from day to day and year to year, the ICD can begin to give that leadership to the movement for the democratisation of education which has been lacking for so long.

On the basis of the material from a specific region, the department can organise for a period of one or two weeks, regional campaigns involving groups of countries. Such campaigns would aim at solving certain specific problems especially urgent in certain regions and relating to the democratisation of education. These campaigns can be for increased scholarship funds, with a student voice in the administration; They can be for a reduction of fees, similar to that waged by the AISF in India; they can be campaigns against economic and racial discrimination in higher education. These problems affect certain regions specially, and while it would be difficult and not always realistic to organise an international campaign around one of those problems, regional campaigns are certainly possible.

In assuming the responsibility of giving leadership to the students, the ICD should organise a one week seminar on the question of student government, a matter of great importance to all member organisations, and one in which the exchange of experiences and ideas can be of great mutual benefit.

In developing intellectual cooperation, the ICD must pay attention to the work of the World Conference of Intellectuals which has recently taken place in Wroclaw. The conclusions of this Conference should be made known to every student and its participants must be supported in their activities for peace by the students of all countries.

In accordance with the proposals of the Festival Commission, the ICD must also be prepared to make an excellent contribution to the Student Festival of 1949.

16

In all of its work during the coming year, the ICD must try to secure the support and cooperation of all international bodies whose activities cover or correspond to any part of the department's work. This applies particularly to UNESCO and to professional, educational and cultural, international organisations. For example the ICD should immediately establish a working relationship with the recently formed International Theatre Guild. Relations with UNESCO were dealt with in the Executive report and there is every indication of a great improvement in the nearest future in our work and cooperation with this important body.

In conclusion I would like to make three specific proposals in addition to those already made in the body of this report.

- 1) That the ICD publish a series of bulletins on: academic freedom, students self-government and racial, economic and political discrimination.
- 2) That the ICD vigorously proceed with schemes <sup>for</sup> exchanges of cultural material, establishment of a film library and other tasks which have been planned before and never fully implemented.
- 3) That the Council give a particular attention to breaking down the general plan for the ICD into specific proposals, and relating these directly to the resources which can be allotted to the department.

The way in which the programme of the ICD is carried out in the future will depend very largely on the guarantees made here by the Council for the personnel necessary, and on the active cooperation and work of our member organisations. If both these questions are tackled seriously and realistically the work of both ICD and the IUS will be immeasurably strengthened.

We are confident that this Council can solve the problem of intellectual cooperation, and that the next year we will see the organisation and the growth of the ICD into the key department of the IUS that it should already have been

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## APPENDIX I

### STUDENTS INTERNATIONAL CLINICAL CONGRESS

The Students International Clinical Congress which met in England in July 1948, was an event of great importance for the IUS. It resulted in greatly strengthening the IUS and in increasing its meaning and influence among a large section of students.

For many of the 103 students from 24 countries present there, it was the first time that they had heard of the IUS. For all of them it was the first time that they had participated actively in a specific activity organised by the IUS on their behalf. The IUS was thus made a real tangible thing for these students and it is this fact which is most important. It was on the basis of this last fact that the enemies of the IUS were soundly beaten in their last attempt to split off a section of students from the IUS and the rest of the student community. Realising that this was the first of what we hope will be many more faculty conference, the significance of this Clinical Conference becomes even greater. Many shortcomings and mistakes can be listed, and these will be analysed more thoroughly. The general conclusion to be reached however, is that the IUS has been greatly strengthened, has acquired more meaning and a great or field of action among a mass of students who until now had been involved to only a very slight extent in the work of the IUS.

A study of the attached decisions will give an immediate picture of the positive results of the conference and of the discussion groups. The presence of 103 delegates, some official and representing their medical student bodies: delegates from Chile, South Africa, Brazil, Poland, CSR, Hungary: others present as individuals only: English, American, Dutch, Swedish: presented the conference with many problems. Nevertheless, on almost every point under discussion, save for the structure of the Medical Faculty Bureau, near or absolute unanimity was obtained. The role of medicine today is clearly defined: the responsibility of the physician and medical student in this respect is clearly shown: the progressive role of science is established and its perversion to purposes of war is condemned. These were the best possible conclusions to be reached by the groups present and discussing the problems.

The various aspects of medical education were discussed, and a positive programme leading to the democratisation of medical education was laid down. There were many lengthy discussions about discrimination and other barriers to a good medical education available to all qualified students, and in each case, differences of opinion were resolved in a unanimous decision to improve and democratise medical training.

The fact that the students attending were not all mandated delegates, and that most were there in an individual capacity, meant that the conclusions of the Congress had a special character. They represent the decision agreed to by the delegates there, and they are presented to both the IUS Council, and to the rest of the medical students of the world for their consideration and approval.

programme adopted, and increase international co-operation, so amply exemplified in this Congress.

### PRINCIPLES AND FACILITIES OF MEDICAL EDUCATION

In these discussions great differences were revealed in the practice and problems of medical education among the countries represented. These differences are related to the prevailing social and economic structure of each society. So numerous and complex are these problems that it is neither desirable nor practical to recommend at present a uniform system of medical education for the entire world. It is believed that a system of medical education is the most efficient when adapted to the structure and requirements of a particular country. There are however, definite common ideals and beliefs along certain broad educational lines which are held in common.

### AIMS OF MEDICAL EDUCATION

As previously defined in the preamble, the goal of medical education must be to train the student to discharge adequately his future responsibilities in the medical, social, economic, political and spiritual life of his community.

With due recognition of the diverse roles played by the doctor in society, it is felt that there should be one type of basic training. On completion of such a basic training, the young doctor should spend a varying amount of time to become proficient in any one chosen branch of medicine. General practice is regarded as one of those branches. The following deficiencies, noted in the basic training stages should be remedied.

- a. The failure to integrate theoretical, clinical and technical work. Laboratory procedure and clinical observation and judgement are not separate entities but should be used conjointly in the proper management of the patient. One should not be used to the exclusion of the others.
- b. A lack of understanding of the functioning of the human mind, of its common disorders, of the relationship of mind to bodily disease, and of the influence of society upon it.
- c. A failure to understand society and its problems whether general or applied specifically to medicine. The lack of an adequate approach to the social and economic aspects of medicine was particularly emphasised.
- d. Absence of instruction in the scientific method with particular reference to the principles of logic, the use of language and statistical analysis of data.

### MEANS OF ACHIEVING AIMS

#### 1. Academic Means.

1. The medical course should be arranged so that maximum integration of the pre-clinical theoretical sciences, clinical medicine and the social approach to medicine may be affected.



This entails the simultaneous presentation of these subjects throughout medical training. It was further agreed that the principles of sociology and economics should be included in the medical course. The training in these subjects should not so much aim at the attainment of a specialist status as to enable the doctor to utilise them in his practice and be able to co-operate with specialist in these fields.

2. To facilitate training in the early diagnosis of diseases, consideration should be given to the methods by which students can be shown cases prior to hospitalisation. One important way of achieving this is the students attendance at health centres.

3. The time taken to complete such a medical education would vary from country to country, depending upon the type of preliminary education, the facilities for post-graduate education and the development and structure of the particular society. On general principles, it was suggested that at least three years should be spent on clinical training, integrated with pharmacology and pathology. It was further recommended that an interne year be compulsory before a licence to practice is granted. Opinion was divided about the advisability for making the interne year before qualification for the degree compulsory.

4. Students should have the widest possible freedom in their mode of studying. Opinion was divided about the advisability of allowing the student to sit for examinations whenever he chooses. It was agreed that attendance at lectures should be voluntary, and attendance at practical work compulsory.

5. Officially recognised staff-student curriculum committees should be established and, when necessary, students should have full voting powers on these committees.

6. Refresher course of some kind were felt to be necessary. In large centres, courses of lectures and demonstrations extending over several weeks could be organised with profit. It was agreed that refresher courses should be made available to graduate physicians and that funds be provided to enable them to spend 4 to 8 weeks every few years at a medical faculty or teaching hospital refresher courses. It was also recommended that grants should be provided for such post-graduate education.

## II. MATERIAL MEANS

### Selection of Students.

1. In order to provide sufficient doctors for the people, each country must formulate a plan based solely on the needs of that country in order to provide the optimum doctor-patient ratio. Where the existing facilities are inadequate, they must be improved by the combined efforts of students, schools and governments.

2. Students must be elected from the population so as to produce doctors of a high standard, and to reduce wastage in training. At present no completely satisfactory method exists of predicting the value of matriculant to the medical profession, and it is recommended that research



- 5x -

into this problem be extended as much as possible and be given full student support.

3. In the selection of students, any discrimination of students of the basis of race, religion, colour, creed, political opinion or sex was strongly condemned and all students and governments are strongly urged to undertake fullest activity in removing such discrimination where it exists.

4. Costs of medical education are prohibitive in many countries: they thus provide a basis for discrimination on economic grounds. Therefore, equal educational opportunities must be provided for the entire population of a society. While the ultimate goal shall be free education provided by the state, the initial steps may well be graduated system of fees according to the students income.

The number and value of scholarships should be increased and after the students first year is complete, the student's organisations should have the opportunity to assist in the selection of candidates for scholarships. Apart from financial needs, the only qualification for such aid shall be the academic standards of the institution involved.

5. Whereas the state should ultimately provide all necessary funds for medical education, it should not have direct financial control of the medical schools.

6. Since the student has no real earning capacity, he should be aided in providing the costs of living. Ultimately the provision of free board and lodging should be obtained. In the interim, much can be and has been accomplished by certain student organisations in running their own co-operatives, non-profit making restaurants, and residences.

7. Facilities for exchange of graduates shall be encouraged. Scholarships for graduates should be allotted by agreement between the granting authorities, the university authorities and under-graduate organisations. These scholarships should be so conditioned that students availing themselves of facilities in other countries have their term of work recognised in their own countries so that the time spent studying away from home is not lost.

8. Internes should be paid a living wage. All hospitals offering interneeships should provide library and teaching facilities and time to take advantages of them. The existing discrimination against newly qualified doctors on lines similar to those outlined for under-graduate students, should be established.

#### EDUCATIONAL FACILITIES

9. Laboratory facilities and clinical equipment are greatly insufficient in many countries, and should be remedied by:

1. government funds.
2. medical schools extended to embrace non-teaching hospitals.
3. mutual assistance among countries to advance development of these facilities.

10. Library facilities and text-books are inadequate in many countries especially in devastated areas. That this state of affairs may be corrected:
  1. by student buying co-operatives.
  - 2- by publications on student presses.
  3. by a system of international collection and distribution of medical books which should be organised by the MFB.
11. In order to remedy shortages of teaching staff:
  1. Full time opportunities for junior teachers should be made by adequate living wages.
  2. Wherever possible, senior students, supplementing staff as demonstrators with compensation.
  3. Intimate personal contact between teachers and students should be worked for.

#### STUDENT WELFARE

12. The university authorities should partake in the responsibility for student housing, food, and the students should be represented on any committee set up for this purpose.
13. Student Health Clinics and sanatoria should be established. Alongside the services at such clinics, a regular mouth hygiene should be provided. Student participation in the organisation of these clinics is recommended. In areas where complete care for students is not free, a low-cost comprehensive students insurance plan should be compulsory.
14. Every student should receive a complete health examination annually and chest X-rays should be taken twice a year.

#### STUDENT ORGANISATIONS

15. Since medical students have the above problems in common, it is important that they should actively participate in their respective medical student organisations. In many countries, medical student organisations have already been able to solve these problems to some extent. In order to be effective, medical students organisations should unite students regardless of their race, colour, creed or political belief on both a local and national level. They should co-operate with other student organisations in their country on common student problems. The development of full international co-operation should be an important aim of the national medical student organisations and its active participation in the M.F.B. will help further this aim.  
Finally, two general conditions are stressed, the fulfillment of which is a prerequisite to the recommendations here proposed;
  - a) There must be adequate financial resources to provide all necessary medical facilities.
  - b) Every form of medical care should be available to every member of the population without any economic limitations.

MEDICAL FACULTY BUREAU OF THE INTERNATIONAL UNION OF STUDENTS

PREAMBLE The Medical Faculty Bureau of the IUS will be the co-ordinating center of the medical students of the world.

AIMS 1. To carry out the recommendations of the Students International Clinical Congress and to make known to all medical students the work of the MFB.

2. To act as an international co-ordinating center for the organisation of relief for needy medical students and faculties.

The needs of medical students in colonial and former colonial countries should be given special consideration with regard to priority of distribution.

3. To present the needs of medical students to international agencies which can be of assistance in carrying out the work of the MFB.

4. To facilitate extensive travel and exchange among medical students.

5. To provide information of general and scientific interest to medical students.

6. To integrate the ~~sk~~ activities of medical students with those of other faculties.

7. To work for an international standard of medical education.

8. To organise International Students Clinical Congresses at least bi-annually.

9. To organise other conferences as desired.

10. To encourage and support the activities of all national Medical Students Associations provided that their program does not run contrary to that of the MFB.

PROGRAM

1. The MFB will publish a bulletin at the end of the Congress, containing a report of the Congress, and its discussions and the recommendations arising therefrom. This will be widely distributed among medical students and will also be represented to UNESCO and WHO.

2. The MFB will work with the relief department of the IUS to facilitate the contribution by medical students to students in need. The MFB will publish as soon as possible a list of the requirements of medical students in various parts of the world to guide medical students organisations in the collection of such materials. The MFB will organise in connection with the general relief campaign held every November 17th, International Students Day, a special contribution from medical students of text-books, instruments, drugs, etc.

3. The MFB will organise support among the medical student organisations for all student sanatoria.

4. To increase student exchanges, the MFB will periodically issue a questionnaire inquiring into the following:

- i. facilities for and costs of housing visitors.
- ii. expenses of travel.
- iii. amount and type of medical work available including specialists opportunities.

- 8x -

iv. possibilities of founding scholarships for foreign students.

5. To issue IUS Travel Bureau identity cards to facilitate inexpensive travel for medical students.

6. To publish a special travel bulletin not later than February 1949 containing all information of medical student exchanges and details of of arrangements for general students travel.

7. The MFB will study the possibilities of group exchanges to increase the scope of student exchange.

8. The MFB will issue a quarterly press letter which will include reports on activities of local student organisations, articles, and drawings from student journals, original student contributions, reviews of colloquies, pathological conferences, new books, journals, etc. as well as addresses of students wishing to correspond with colleagues abroad.

9. The MFB will obtain copies of original student work for circulation to medical student organisations.

10. The MFB will collect and facilitate the exchange of medical students journals and papers.

11. The MFB will establish a central film library available to medical student organisations and faculties, and facilitate the circulation of these films by publishing a full description of them. This bulletin will also contain lists of medical films generally available in different countries.

## STRUCTURE

1. THE MFB of the IUS will work within the framework of the IUS and follow the democratic principles already laid down by the IUS Constitution.

2. The MFB will be chosen at every Students International Clinical Congress which will be held at least bi-annually, all delegates present to have full voting powers /including non-IUS members/ for electing MFB Board.

3. The MFB Board will consist of all countries which are IUS members, chosen on the basis of geographical distribution and degrees of activity, plus 2 observers from non-IUS countries. The latter to have the full right of participation on the MFB Board discussions but not to vote on the Board.

4. For the next two years, representatives will be chosen from the following countries: Chile, France, Great Britain, Italy, India, Poland, a Scandinavian country, South Africa, USA, USSR, Vietnam, plus two vocal, non-voting observers from among non-IUS member countries themselves. If any country fails to appoint a representative, China and Brazil will be requested to do so in that order.

- 9x -

5. The MFB Board will recommend from among the members one suitable person as candidates for secretary, the Executive Committee of the IUS will approve the nomination.

6. The Secretary will live and work in Prague, and the IUS will be asked to provide him with financial aid for living and part-time study. Non-IUS members shall make a financial contribution to the IUS purely for the purpose of the running of the MFB and to the expenses of the Secretary.

7. If the Secretariat is not available on or before 18 Sept. 1948 (the date the IUS Council finishes its work in Paris) or at any time subsequently, the IUS Executive Committee will be asked to appoint a substitute to carry out the work of the Secretary pending his arrival or that of an alternate candidate.

8. The Chairman of the MFB will be elected by the SICC, this position to be held rotationally.

9. All medical faculty bureau members will belong to the IUS, but the Secretary and Chairman of the MFB will be instructed to communicate with all medical student organisations irrespective of their relationship to the IUS, to inform them of and to involve them in MFB projects and to invite them to participate in all activities.

10. The Secretary of the MFB will be an observer at the IUS Council and will be consulted on all medical student problems.

11. The Congresses will formulate the specific programs for the MFB, which when approved by the Executive Committee of the IUS will be carried out through the various departments of the IUS in accordance with the instructions of the MFB Board.

12. At each Congress, the IUS will be asked to submit its suggestions for the work of the MFB.

These are in essence the conclusions of the Congress. They are positive, and important conclusions - and open a new field of activity for the IUS. They are a concrete demonstration of how the IUS can tackle the general problem of "democratisation of education" because the sum total of these resolutions would mean an effective democratisation of medical students.

Of course this congress presents the IUS with problems, they are important problems. What is to be the relationship between the national unions and the medical student associations working with the MFB. Since the IUS is a union of national unions, such a problem must be clarified. In most countries this will pose no great difficulty, since the medical section of the students is already in close touch with, if not a direct part of the existing national organisation. In the few cases where this is not so, it is necessary to obtain the closest possible co-operation between the NU and the MSA is so far as nomination of responsible people to work in the medical bureau are concerned.

It is obvious that no one can work for the IUS who has not the confidence of the NU or member organisation from his country. The Council must consider this problem carefully, keeping in mind the need to have the best possible form of co-operation what will be acceptable to the national unions and the medical student organisations and that will reinforce the IUS.

Two more problems <sup>present</sup> themselves immediately, both still concerned with the organisational structure of the MFB. These are no guarantees made in so far as the positions of Chairman and Secretary of the MFB Board are concerned. It is obvious that these personnel must be drawn from among member organisations of the IUS. Secondly, the system of voting to be used at the annual congress can be of necessity only one based on the numerical strength of the medical students of the various organisations represented at the Congress. Finally as a result of this conference, the work of the bureau of the ICD must be re-examined and re-evaluated to see in what manner they can best contribute to both the development of the general policy of the IUS among their students and its specific problems with which they are concerned. The bureaux cannot be independent organisations united loosely in the ICD but must be integrated in the overall plan of the ICD activities for the year and must be the means by which this ICD plan is carried out. Of course the bureau will have a comprehensive activity of its own laid down by the periodic faculty conferences and approved by the IUS. Such will be the case for instance with the MFB, which has already had its first faculty conference.

This is as it should be and there is no contradiction between the bureaux carrying out the specific faculty problems at the same time that it carries out the programme of the IUS. There is not, nor should be ever any contradictions between these programmes, since there are both concerned with the democratisation of education and serving the needs and interests of the students. In considering this question, Council must be more aware of the necessity of the students of that particular faculty. The structure which has been adopted at the Clinical Congress gives organisational form to this necessity and at the same time provides maximum reinforcement of the IUS itself.

These are on the whole very positive and excellent conclusions. They help specify, at least as far as medical education is concerned, what we mean when we speak of the democratisation of education. This is a programme which will help the IUS act on behalf of the world's medical students, and it is a programme which will help unite the medical students behind the IUS.

This structure and programme however, has certain small weaknesses which should be strengthened by the Council, to provide the best possible form for the work of the bureaux, and for the development of the programme of the IUS through the bureaux of the Intellectual Co-operation Department.

The corrections proposed are the following:

In the section: The Medical Faculty Bureau of the IUS.

1. The preamble should include, after the word "centre" the following phrase -- "and organise activities of behalf of, and in the interests of the democratic medical students of the world"



- 11x -

It is obvious from the programme adopted that the MFB will be more than a co-ordinating agency, but will also organise a large series of necessary activities, conferences, etc. in order to help it carry out its programme.

2. In the section: AIMS of the Medical Faculty Bureau u, paragraph 4  
and in the section: Programme " " " " 4,5,6,

These section should be reformulated to express clearly the fact that the travel and exchange programme will be integrated with and carried out through the programme of the Central Travel and Exchange Department. The reasons for this correction are immediately evident.

3. a) In the section on: Structure of the Medical Faculty Bureau, para.4 In accordance with the decision contained in paragraph 10 under "Aims of the Medical Faculty Bureau", the following sentence should be added. No medical students association can be invited to the bi-annual clinical conference with full voting rights in the elections to the board if its programme and activities are contrary to the aims and structures of the Medical Faculty Bureau.

The reasons for this correction are also clear. The Clinical Congresses establish the programme and activities of the bureau in accordance with the Aims and Structure established at the first Congress, and all the delegates present and voting should be in agreement with these basic points in order to be able to act constructively at the Clinical Congress.

- b) Paragraph 4: Chile, not yet being a member of the IUS cannot be a voting member of the Medical Faculty Bureau. It is recommended therefore that the other South American country proposed, Brazil, replace Chile on the board.

- c) Paragraph 6: it is recommended that the phrase beginning with "-- and the IUS will be asked ..... study"; be deleted as totally unnecessary since the Secretary is a full member of the IUS staff.

- d) Paragraph 9: This point must be considered, and should be reformulated within the limits of point 10 under Aims of the MFB. The board and Executive Committee are already bound along these lines by the decision taken at Council in 1947, referring to "invitations to IUS activities". This decision will be found on page 33 of the minutes of Council 1947.

- e) Paragraph 11: the paragraph should be approved by the IUS Council rather than the Executive Committee. The programme should be integrated with the general plan of work for the Intellectual Co-operation Department.

- f) Paragraph 12: this point should be reformulated to mean the following "At each Clinical Congress, the secretary, in consultation with the Executive Committee will submit his suggestions for the work of the MFB. This formulation is more in accord with the fact that the bureau is an integral part of the Intellectual Co-operation Department and so its programmes and activities will be part of the programmes and activities of the IUS.

With these alterations, the Council can finalise the conclusions, which have marked a high spot in the activities of the IUS in the past 12 months

Due to lack of time, this Congress did not choose the first Chairman of the Medical Faculty Board. This was to be done as soon as possible after the Council had accepted the conclusion of the Clinical Congress, and



- 12x -

he was to be named by the Board for the period until the next Clinical Congress.

The temporary secretary, to hold office until the Board is finally constituted, is to be Mr. Wainford, of the present Medical Faculty Bureau. The Board will then present the permanent secretary for the consideration of the IUS Executive Committee, in accordance with the decisions above.

ICD REPORT  
appendix IIProgramme for International Architectural Student Congress

In accordance with the Council decision of 1947 that there was to be held a congress of architectural students in 1948, the British Architectural Student Association was asked by the IUS to form a preparatory committee and given the responsibility of organising a congress in London. At a meeting between the heads of the AFB and the preparatory committee, all the decisions made both by the Council and the Executive Committee in regard to congresses sponsored by the IUS were readily accepted by the representatives of the Architectural Student Association. They also agreed to the necessity for the leadership of the AFB in the formulation of the congress program and in the congress itself.

Between January and May, both the preparatory committee and the AFB worked in close co-operation. However, the responses from the different countries, especially in America, was not as great as expected. In fact, it appeared that there would be only three representatives from the whole of the American continent. In addition, the only colonial representation would have been from the West Indies and East Africa. From May onwards, due to Mr. Campos non-return from Rome, it was not possible to fully work out the congress program, in particular the discussion-agendas. This meant that many countries were unwilling to commit themselves to participation. Therefore it was decided to postpone the congress till December in order that more preparations for the congress would be possible. It is hoped that the participation for the December Congress will be more than the 15 countries which have so far accepted.

This is to be a faculty congress and will stress the particular interests and problems of architectural students, although these themselves will be closely related to the work of the IUS. In the first part of the congress, there will be an opportunity to hear reports from leading architects and technicians on particular professional and technical matters. This will be given in most cases to show the students' own relation to them and also his participation in them. Related to this there will be visits to factories, research stations, and building sites. There will, in addition, be a program of visits to recently constructed buildings such as schools, workers' flats and housing, and other buildings of social and constructive interest.

There will be an opportunity for meeting young building-trade operators and apprentices for discussion on mutual problems and methods of co-operation. It is also hoped that these young building workers will be able to fully participate in the congress itself and in particular in the discussion program.

Leading international architects will be invited to attend or to send papers to the congress, for it is hoped that this congress will be made to occasion for a better understanding between students and the profession.

- 2 xx -

There will be one day on which it will be possible for delegates to visit one other English town in order that they can see examples of social, industrial, and technical life other than in London.

The second half of the congress will be the most important, for it will have the more far-reaching results. It will consist of the discussion and commission program in which the student will have the opportunity of relating the technical talks and visits to his own particular work as a future architect and member of society. It must also produce a common programme for the active participation of all architectural students within the IUS, a program that will have the support of progressive students in every country, a programme which on their behalf the AFB can positively and realistically carry through. It must be realistic that its proposals can be immediately put into operation.

ARCHITECTURAL STUDENTS MUST UNITE NATIONALLY AND INTERNATIONALLY FOR IMPROVEMENTS IN THEIR EDUCATION, PROFESSION, HOUSING, AND FOR THE OPPORTUNITY TO PARTICIPATE IN THE RECONSTRUCTION OF THEIR COUNTRIES AND THE REBUILDING FOR PEACE.

The Congress Discussion Agenda will be:

1. The Architectural Student and Society.
2. The Architectural Student and his Education.
3. The Architectural Student and his Organisations.

1. -----

- A) What should be the position and status of the architect and student in society, and what should be the necessary qualification necessary for becoming an architectural student? What are the responsibilities of society to architect and student towards his education and maintenance?
- B) How can a better understanding be brought about between architectural students and their profession, the building industry and its operatives, between the student and other youth? How, too, can a better understanding be obtained of the views of the people for whom the student will be designing?
- C) How can the student assist in improving the living and housing conditions of his country, if these are unsatisfactory? What part can he play in assuring a building programme that answers the needs of the people and in particular his own needs as a student?
- D) What part can and should the architectural student play in the reconstruction of his country? How can his work help to assure the lasting peace necessary to realise this reconstruction?

2. -----

- A) What should be the aims of an architectural education? To what extent do present educational methods answer today's needs? What curricular reforms are necessary in order to assure this? How

can education be made available, in particular to those who at present have no architectural schools in their own countries?

- B) How is, and how should, education be directly related to actual building in progress and how can the student obtain full practical experience of it? How can education be related to technical advances and can the education itself contribute to these advances? To what extent should the training be related to the tasks that will face the student immediately on qualifying?
  - C) How can the training of the Architectural student be related and integrated with students of other arts and sciences, and with the training of building apprentices, in order that the isolation of the student can be avoided?
  - D) How can the student play a full part in his own education, and how can an increase in co-operative education be obtained? How can student organisations assist in curriculum reform and general educational improvements, in co-operation with their teachers and instructors?
3. Having clarified the status of architecture and its students in society, and having formed conclusions as to the correct and necessary education to produce active and responsible members of society, the methods by which these and other conclusions can be brought to reality through the students' organisations and the IUS must then be found.
- A) How best can the architectural students of any country be represented by national organisations, and how should they be related directly to both their National Union of Students and the IUS, and how can they be related to other youth organisations?
  - B) The method by which the AFB can be checked and staffed must be formulated. This can be based on the experience gained from the International Clinical Conference.
  - C) Suggestions for the future programme of the national organisations and the AFB must be formulated.

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The Congress should result in giving the AFB and through it all architectural students a programme which, when carried out, will result not only in all architectural students having equal opportunity of becoming architects, but of all youth having the opportunity of becoming architectural students.

It can help raise the standard of architectural education and assist the student to play a full part in society. It can also bring about a broad understanding between all students and the youth of the world. It can be a positive factor in the expression of the desire for peace.

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Two weeks before the Congress commences, an International Preparatory Committee will be set up in London. On it will be represented the Congress Preparatory Committee of the British Architectural Student Association, the Secretariat of the IUS, and representatives of those countries which are both affiliated to the IUS and which have national representation of their architectural students. This I.P.C. will prepare the final programme and agenda and conduct the preparation of all the delegations with those of the British Preparatory Committee.

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**RETURN TO CIA LIBRARY**

Report of the Central Travel and Exchange Department to the UIS Council, to be held in Paris, from 7-18th Sept. 1948

**TOWARDS INTERNATIONAL FRIENDSHIP AND  
UNDERSTANDING THROUGH TRAVEL AND EXCHANGE**

**INTRODUCTION**

The C.T.E.D. exist to build student friendship through individual and mass contacts with present-day relatives of life; and to implement that part of the UIS constitution which states that the IUS must foster among all students and appreciation of the culture and way of life of all peoples. The work brigades of the IUS are not simply holiday projects at cheap rates, they are peace brigades. They are not designed merely to allow students to travel about, but to make a real contribution to the wealth of other countries, and to foster international Friendship. By cultural and educational programmes carried out along with the work of the brigades, students can really learn something about the work, culture, and art of other countries. At the same time these projects help the student to make a better contribution to his own society increase his skill and knowledge so that he can better serve the community.

The importance of practical exchange for work is clear. Mostly within the means of all students, these exchanges enable them to improve their technical and general knowledge. They help students to see the social and intellectual value of the country they visit, and to grasp more clearly essential economic and political factors, through the simple life of their daily work. They are enabled, too, to popularise the life of their own country. Therefore we must do all we can to develop these exchanges.

From the IUS point of view we must observe some simple principles if we are to get the best from recreational exchanges, camps, circular tours, etc. Above all, they must be within the means of all students. The programme of each project and the overall plan must be directed towards the aims we are pursuing. These are to develop students education to improve mutual understanding to found firm international friendship, and to enable students to explore and understand the social economic, cultural and political life of the countries they visit. We have not always kept these principles clearly in mind. For success it is essential that we do.

Many problems are now emerging from the world situation, which tend to reduce and even completely stop, student exchanges and contacts. The UIS and its members must work hard to overcome these difficulties. In some countries these are financial and economic whilst elsewhere boundaries, blockades, political divisions and war create tremendous obstacles. For example the Chinese National Student Federation was cut off from the IUS, and students all over the world, for almost a year after its creation. This blockade of information and contact has now been broken by student effort and the IUS. Chinese students sent delegates to QUS and WEDY last year, and this year played an active part in the South East Asia Youth Conference. This is but one example from many the world over.

The simple problem of distance is one of the hardest to overcome. This affects seriously the participation of students from Latin America, Australasia, and other distant lands in the work and activities of our union.

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-2-

Students must work together to break down these barriers. We must resolve collectively and individually to smash national or international blockades on student contacts. We must overcome the financial problem and we must bring together students over greatest distances - from South Africa to Europe, from China to America.

Our experience shows that to achieve our purposes best we must concentrate on cheap and practical schemes, such as brigades, work exchanges and camps. Currency problems can be overcome by reciprocal arrangements. Expensive tours and luxury holidays do not meet student needs and the experience of the IUS and its members show these as less desirable and more difficult today than ever. Finally we must warn that student travel is not just a way of financing national and international student organisations. Primarily we should look upon it as a way to ensure peace through international understanding among these young people who want peace with a democratic world and future.

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## EXAMINATION OF ACTIVITIES ALREADY UNDERTAKEN.-

### I.- The second annual travel and exchange conference,

Minutes of the conference were distributed in April 1948

The conference took place in Budapest in January 1948. Seventeen countries were represented : also the Executive Committee, the Executive Secretariat of the IUS and the WFDY. Technical preparations, under the care of the Hungaria NUS, were excellent.

This conference was based on a year of Experiment and so was far more profitable than our first meeting.

The conference discussed the tasks of the CTED and National Travel Bureaux, different kinds of exchanges and how they should be planned and brought to fruition. Perhaps the most useful discussions were on the organisation of brigades in cooperation with other sections of youth and the establishment of the International Identity card. Other discussion on practical training, study tours, recreation camps and other schemes, did not reach such positive and successful conclusions. This was due chiefly to a want of unity and cooperation between member organisations and the CTED. To overcome this the next conference should aim at a broader representation. It should include not only specialists on travel from national organisations, but student leaders who can settle major problems in a practical programme based on both technical necessities and the needs of students in general.

### II.- International student Identity Card.-

The decision to issue a student international identity card was taken by the last Council of the IUS. It was agreed that this card should be an official introduction to all student organisations for students travelling abroad; it should obtain for students all possible facilities, reductions in fares, in student hostels and restaurants in theatres and so on. At the same time, the fee charged for the identity card was to help the IUS financially.

The Budapest conference worked out details of the issue and administration of the card, to be put into effect by the CTED.

The card was then printed and member organisations informed. The CTED and member organisations began work to obtain for the card reductions on railways and facilities for visas. In many countries big concessions were obtained and hundreds of students from different countries, using our card, have benefited from reduced fares. In connection with air travel reduction we have to point that it is not practicable to expect to receive that and the Identity card, but we shall work for such reduction in all special cases which represent.

We must continue everywhere to work for more and more facilities for the card especially for reduced costs for travel and accommodations. Its success depends greatly on the work of our member organisations. They must publicise and popularise these cards among their students. At the same time they must try as we are doing, to obtain every possible advantage for the identity card. The first step is for all student organisations to recognise, it officially so that students travelling abroad can get help from national unions in the countries they visit. Nationally, Internationally and locally, we must work vigorously and get for the card reductions on railways issuing of charges better and cheap accommodation reductions on all trips (auto-cars, travel agencies) in places of amusement, in fact everything that can help the students travelling. The CTED could issue with the card a text of facilities available. ....



-2-

We should not rest IUS student identity until the card is recognised everywhere and is the passport to every possible help and concession for students. We emphasise that the success depends largely on the work of our member organisation.

### III. Exchanges for practical work training

In the past year, many thousands of students took part successfully in this type of exchange, which has spread to all parts of the world often proving to be the only kind of exchange possible. This is readily understandable since they do not impose heavy financial burdens on the students. Work exchange possible. This has been successful particularly in Scandinavia, eastern Europe and America, whilst a similar exchange is being organised between Australia and New Zealand.

If we are assured proper future development of these activities we must face up to certain difficulties.

1. We must ensure that foreign students can work in all types of concerns in branch of industry, in laboratories in architecture, medicine and agriculture.

Where necessary national organisations must approach the authorities for assistance.

2. Students must be assured of wages sufficient to cover a normal living and part of their travelling expenses. Students, on the other hand, must be chosen for their abilities to work seriously and accept the discipline common to their chosen sphere of work.

3. We should work in every country for special places for students of countries fighting for national independence. So far, this has been achieved only in Rumania, Poland, Yugoslavia and Bulgaria.

4. Besides developing his scientific, technical, professional and cultural knowledge, each student needs wide opportunities to become acquainted with the country he is visiting. This is the job of each national student organisation.

Close cooperation with the CTED in all details concerning these schemes is necessary, so that we can maintain unity, ensure publicity and because of the help that the CTED can give in technical matters.

### IV. Work brigades.

During 1947 nearly 10 thousand young people and students from all over the world joined with millions of young people working to rebuild their countries. These brigades completed a tremendous amount of constructive work. The brigades were more than a positive contribution of work, for cultural and educational programmes gave a completeness to their character as symbol of international cooperation and understanding.

It is important too that students and youth have been brought together in brigades. In this kind of youth-student cooperation there are on one hand good opportunities for students to use their specialised knowledge in technical and organisational matters, as well as in cultural, artistic and educational activities, and on the other hand, so that the students learn very much about the spirit of common effort, solidarity and discipline of work, which prevails among the whole youth.

In these respects, brigades are clearly an expression of the general aims of the IUS and its students, and a mirror of their strong desire for international friendship.

Work already completed:

10

There have been two kinds of brigades. The first type are voluntary construction and reconstruction brigades in war devastated countries or countries lacking some basic economic or industrial structures. The second kind are often called work camps, in which students work mostly in harvesting and general agriculture. In work camps students are generally paid because of differences in the traditions and economic circumstances in the countries concerned. However, we must realise that superficial differences between these kinds of brigades should not obscure their underlying significance, i.e. international student understanding.

In the voluntary brigades, we had in 1947 students and youth from all countries, working in Bulgaria, Yugoslavia, Albania, CSR, Poland and Rumania. Brigades built some 650 km of railway-lines, 17 bridges, 17 tunnels, 75 km of sidings, gas-pipes, roads; and at Litvinov and Most in Czechoslovakia, they built miners' houses. In Dimitrovgrad they constructed two factories, in Bulgaria two hydro-electric barrages, whilst in Warsaw they did a tremendous amount of work in clearing bombed out ruins. In the second kind of brigades, thousands of students worked on the harvest in Great-Britain, USA and Scandinavian countries. A large scale exchange is scheduled to take place between Australia and New-Zealand; for agricultural work.

From the cultural point of view, the example of Albania is striking. There were almost two thousands discussions on cultural, scientific and technical subjects, 15 hundreds evenings for dramatic productions or dancing, to say nothing of film shows, music and camp fires. In Yugoslavia, 100,000 hours were devoted to physical culture, sport and sporting competitions.

Future plans, 1948:

Considerable expansion of brigade work is hoped for this year. We look particularly for the extension of brigades beyond Europe. As we have already mentioned, there will be an exchange of 400 students of Australia and New-Zealand for harvest work. This is an example we must follow in the Americas. It should be organised in such a way to help farms in difficulty, to help ex-servicemen, disabled persons, etc. We have noticed that in some countries too little attention is paid to the education and cultural aspects of brigade work. This is a most essential part of a brigade programme and must borne in mind in planning future brigades.

On brigades preparations in general, we recommend first, a closer cooperation between youth and students organisations and secondly a closer integration of international preparations through the CIBEL, which alone can properly unify and publicise all schemes. UNESCO's sub-Committee for Work camps In April last, an international meeting called by UNESCO was attended by representatives of the IUS and the WFDY. The IUS representative presented a report based on the experiences of the CTED and the WFDY Travel bureau. The report was approved and a sub-committee of five appointed, including members from the IUS and WFDY. The job of this committee is to iron out difficulties of a general nature and our policy on it is to take definite steps to obtain travel and visa concessions for brigades. The committee has also to give a wide publicity to work brigades of youth and students.

Brigades to Viet-Nam and Indonesia:

-----The bureau of students fighting against Colonialism is organising recruitment publicity and raising of funds. However the transport difficulties are very great. As the brigades will be quite small, special shipping arrangements are out of the question. The bureau is also organising special shipping services

-4-

to these countries which we can use. There are still possibilities for transport which we are now considering.

#### V. International Gatherings.

The CTED has been working on the question since 1947, and prepared the gathering in Rome. The Second Travel and Exchange Conference set out the aims of such international gatherings. These are:

1. to develop international understanding between students and other sections of youth.
2. to learn about the economic, cultural and social conditions of the countries visited.
3. to popularise the work and principles of the IUS;
4. to give participants a good opportunity of cultural recreation

~~The gathering in Rome:~~ This suffered from poor preparation. This was due chiefly to the difficulties confronting Italian students after a very tense situation in their country, but also because the E.C. could ~~not~~ not meet in Rome as planned. Participation was not broad enough and discussions were mostly on the situation of Italian students and their relations to the IUS. Students problems and work in other countries were not studied. Finally, as most students were on holidays then, there were too few voluntary workers to help with the organisation.

~~The gathering in Sitno (Slovakia)~~ This was organised as a joint student-youth-gathering by the ~~EUS~~ the WFDY and the Czechoslovakian youth. An excellent cultural and educational programme was planned, accommodation was good, and the price 11 pounds 12 shillings - was not expensive. Full information was sent out by the CTED, so that it was very surprising that there were only very few applications. It is possible that member organisations did not give proper attention to this scheme, but it is very obvious that the deterioration in students' economic situation is the primary reason for failure.

The Council should now consider the value of these gatherings for the future, remembering that the well-prepared Sitno gathering was not success.

#### VI. Recreational camps.

We do not consider recreational camps to be either satisfactory or practical from the IUS point of view. We suggest therefore a workable alternative.

In almost all countries, national unions organise some kind of recreation camps for the students. These are usually cheap and effective and we believe that can be the best basis for international recreational student exchange. First, we recommend that all national camps should welcome and make special provision for individual foreign students. We suggest further that they could provide for groups of foreign students; especially from nearby countries. These extensions of national camps would naturally be assisted and fostered by the IUS, which could help particularly in technical matters and publicity. Success would depend largely on the IUS receiving from national organisations details of the date and place of all camps together with details of expenses, the proposed programme; the numbers of foreign students wanted; and notes on visas, etc.; It is possible that in certain areas, e.g. Scandinavia, central Europe, national organisations could stagger the dates of the camps so that groups of students could spend sometime in each of a number of camps. This could be organised as a kind of tour.

## VII. Tours of cultural teams.

Briefly, the idea here is that groups of students alone or of students and youth should tour one or more countries giving concerts either to students, to all young people, or to the general public. These teams could be dance groups, choirs, instrumental or mixed groups. The aim of such tours is on the one hand to teach audiences about the culture of other countries, so fostering international friendship; and on the other hand, to raise funds by these ventures for the relief fund of the IUS.

The CTED began last June to ask for exact information on the cultural groups of each country. A tour by by the Indonesian group in central Europe was planned.

We must try to develop this activity in every country of the world. All countries should both receive and send cultural groups and the greatest publicity given to them. In this publicity the IUS must be prominent.

Members of the cultural teams must be given the chance to learn about life in the countries they visit. Finally, they must be carefully and economically managed so as to ensure the greatest revenue possible for the IUS relief fund.

### VIII. International Circular Tours

The Balkan Tour in 1947, thanks to good technical preparations, had 52 participants. It took place between the 28th Aug. and 25th Sept. and the countries visited were Hungary, Yugoslavia, Albania, and Bulgaria. However, in a most important respect, the tour was no success. Certainly the programme was carried out as previously decided, organisation was good, and financially it was reasonable, but the majority of participants were hardly conscious of the fact that they were on a study tour. They looked upon it more as a tourist recreational affair, so that the chief aim was not properly realised.

Plans were made for two further Balkan tours (Hungary-Rumania- Bulgaria, and Yugoslavia-Albania) also one for Poland-Czechoslovakia, and one for France-Italy. These were all shorter than the first Balkan tour so as to keep the cost lower. Only the first of the tours planned for this year was organised and ready in time. However as it was very expensive, the E.C. was against it, its opinion was confirmed when no applications came in, and it was cancelled by the Secretariat.

~~XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX~~ Our general conclusion is that circular tours are too expensive to be successful, they are available to wealthy students only, and it is not our job to organise such activities. However, the CTED is investigating the possibility of circular tours for students in journalism. These would require the financial backing obtained by the respective national organisations, and the main preparations would be undertaken by national organisations together with the IUS.

### III. Problems of cooperation with youth.

In most of our exchange activities, we have recommended full cooperation with all sections of youth, this being profitable from both educational and organisational point of view. In countries where students and youth organisations have no close contacts, cooperation should be sought at least for the preparation of brigades, practical training

-6-

and travel facilities such as visas, special trains and travel reductions. The principles of youth student cooperation which has been so successful between the WEDY travel bureau and the CTED should be applied on a national level. Students stand to gain in almost all cases especially in the organisation of travel for large numbers and joint activities such as camps and brigades.

#### X: Additional points.

Some recommendations of the last council have not been carried out, either partly or completely. Experience points to the need for their reconsideration.

#### A. The question of the financial self-support of the CTED.

When the 1947 Council agreed that the CTED should be the first IUS dept to be financially self-supporting, it did not define from which activities money should be raised. The recommendation was based on the fact that some national travel bureaux of the IUS national member organisations, have income greater than their expenses. This principle cannot be applied to the CTED. The income if national bureaux comes from arrangements of short journeys small camps, formalities for individuals, etc.. The CTED has neither the means nor the staff to carry out such work. Other activities such as camps tours and gatherings are already a strain on the slender means of most of the students and we feel it unfair to tax them with extra charges. If we did so, national organisations would logically and fairly be able to demand a cover charge for the part they play.

The only possibility of real financial income is the International Student Identity Card, which has already realised 600,000 crowns this year. The increase of the income depends on the facilities which are obtained for the card.

#### B. Travel agency.

The last council meeting recommended the creation of a commercial travel agency to work with a special staff. This has not been possible, as the IUS has not the financial resources to launch the agency and pay a special staff, not can it legally such an agency. We should remember too that such an agency might make the CTED an isolated body cut off from national organisations. It would mean also higher costs for overhead expenses for student travel.

#### C. Regional sections of the CTED.

Regional sections have not been established in any area. It is possible that one may be established in the South Pacific, and we should encourage formation of regional travel sections in South East Asia; the Middle East, North America and Latin America. In the meantime, we should arrange for one strong organisation to help regional travel in each area. The AISE in India could, for instance, be asked to coordinate student exchanges in Asia. In this way, we can assist student travel in all parts of the world, avoid over-centralisation in Prague, over-concentration of travel in Europe, and preserve the working unity of the IUS.

-7-

CONCLUSION.

Our work among students must be more complete and integrated with the CTED leading the development of student travel and exchange schemes. On the other hand, we must work together with youth organisations and solve the common travel problems of all sections of youth by united efforts.

To sum up this report briefly,

1. We must develop particularly work brigades and exchanges for training in practical work. These are most suitable for students wishing to travel abroad and fit closely to the pattern and aims of IUS work.
2. Camps and gatherings (Recreational and cultural) must be fitted in with national activities and the financial means of students.
3. All organisations must do everything possible to ensure wide spread use of the International Student Identity Card. They must work also to guarantee maximum facilities and advantages for the card in every country. Only this will help towards the financial self-support of the CTED.
4. To guarantee the success of our plans for next summer, exact details must be submitted, discussed, and finally approved by the Third Travel and Exchange Conference in January so that this conference can ensure the best result from the IUS and national travel and exchange schemes, carefully prepared and full participation of every country is essential. Each country should send a travel specialist and a student leader, capable of dealing with travel work in relation to general student problems.

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## RECOMMENDATIONS OF THE INTELLECTUAL CO-OPERATION DEPARTMENT COMMISSION

I. The ICD Commission recommends that the Council of the IUS reaffirm the general principles of the Democratisation of education as these have been defined by the 1947 Council and the 1946 World Student Congress. Further, it reaffirms that the Intellectual Co-operation Department is the organisational means and provides the leadership in implementing specific programmes and campaigns on problems of access to higher education. It agrees that the ICD has to popularise the fight of the students of colonial, semi-colonial and dependent countries against the restrictive discriminatory educational systems imposed upon them by imperialist policies; and draws attention to the huge problem of illiteracy, not only in these countries but in other parts of the world also. That the Council affirms the tasks of the ICD in planning and working for all kinds of intellectual exchanges between students, discussions, and action on problems relating to content and control of education and courses, and student government.

That the Council notes with pleasure the achievements of the ICD. During the past year there have been significant advances in the faculty bureaux, with the successful Clinical Conference as the highlight, not only of the work of the bureaux, but of the whole department. The ICD has made a positive contribution to two Conferences called by UNESCO, and to the WFDY Working Youth Conference in Warsaw. Material was prepared and presented to other international conferences. In the general field of intellectual exchanges, much work has been done also.

However, there have been some grave weaknesses in the work of the ICD, and its achievements have fallen far short of the expectations of the 1947 Council. Plans which have been made for the department have sometimes been too general; many resolutions which seem specific are found difficult to implement in practice. This is for the reasons that:

1. Liaison between ICD and member organisations has been poor.
2. Insufficient explanation within the member organisations of the work and aims of the ICD, resulting in lack of support for the ICD from large numbers of individual students.
3. There has been very poor direct support for the ICD from member organisations, especially in the provision of information and personnel, even when these have been asked for repeatedly.
4. The department was consistently without enough staff; for several months there was no head of the ICD, and so leadership has been lacking.

This Council emphasises in particular that the work of the ICD is of a long-range character, and that results cannot be expected quickly in some sections of its work unless we have the co-operation and support of each individual student. The short-range objectives of the ICD must be very clear to the department, and must be related as a programme not only to



- 2 -

the theoretical possibilities of the ICD but to its actual resources in time, money, personnel, etc.

The ICD must base its practical activity on carrying into effect the decisions of the Congress and Council on the democratisation of education; in particular, it must strengthen co-operation among students of the various countries; it must stimulate an exchange of experience in the work of the national student organisations, university clubs and students' scientific societies, in the spheres of science, education, art and literature.

II. That this Commission notes the work done and development of the faculty bureaux of the ICD. In order to guide and aid the bureaux in their future development, the Commission recommends that this Council:

1. Reaffirms the role of the faculty bureaux as integral sections of the ICD.
2. Approves the conclusions of the first Student International Clinical Congress, as with the amendments proposed in the appendix of the ICD Report, and agrees to the inclusion of these conclusions and the programme laid out in the report for the MFB within the general programme of the ICD.

This Council instructs the ICD to ensure that the faculty bureaux develop and work within the general plan of work of the department as set out by the IUS Congress and Council. In this connection, it is important that the bureaux contribute fully to the fulfillment of the tasks and responsibilities of the ICD, as well as the special tasks and responsibilities they have as faculty bureaux.

The Council calls upon its member organisations and all concerned to support the work of the faculty bureaux, and in particular to support the Congress of the Architectural Faculty Bureau, to be held in London at the end of this year.

III. The Commission recommends that the Council sets out the following as the most immediate tasks of the ICD:

1. To strengthen practical leadership and operatively direct the work of the national student organisations in carrying out the decisions of the Congress and Council on democratisation of higher education.
2. To take an active part in preparations for the World Student Festival in 1949. /The ICD contribution should include an exhibition of student work and projects concerning art, literature, science, music, etc./.
3. To generalise, classify and publish material on the struggle and work of the national student organisations and the conditions

- 3 -

with which they are faced, in carrying out the decisions of the Congress and Council on democratisation of higher education. To prepare regularly for the IUS Information Bulletin material on the progress of the practical fulfillment by national student organisations of the Congress and Council decisions on the democratisation of higher education.

4. To head a campaign for listing and exposing text-books propagating fascist ideology, and preparations for war. To regularly prepare and submit to the Press and Information Department for publication, articles by students of various countries exposing professors and teachers propagating **pseudo-scientific** theories of racial superiority, fascism, and preparations for a new war.
5. To work out and submit for the approval of the Executive Committee, the rules of annual contests for the best student work in the spheres of education, science, art, literature, journalism, music, etc.
6. To organise and constantly replenish the International Student Library, and a library of cultural, scientific and educational films, for exchange among national student organisations, to help them in publicising to their students the life, conditions, study and struggle of students of other countries.
7. To publish a series of bulletins on academic freedom, student self-government, and racial, political and economic discrimination in education.
8. To organise an international seminar of student leaders to discuss the problem of student self-government on local and national levels, with particular relation to implementation of IUS policy and programme.
9. To compile complete documentation concerning the organisation of free time, particular methods of study, and provide valuable conclusions defined to help to rationalise them. These conclusions should be included in a special booklet.
10. To make a special study of imperialist education systems in the colonial countries in order to make clear the implications and aims of this type of education, and to help colonial students in the fight for the democratisation of education in colonial countries. To distribute results of this study to all member organisations.
11. To organise brigades against illiteracy.
12. To appeal to governments to reserve places and offer scholarships for students in need, especially from colonial countries.
13. To ensure that the International Correspondence Bureau is given proper attention, and that it works consistently.

- 4 -

## 14. Faculty Bureaux --

- a. To carry out the decisions of the Clinical Congress as approved by this Council.
- b. To take steps to ensure proper establishment of the work of the Agricultural Bureau, especially the Model Farm.
- c. To carry out the decision of the 1947 Council to establish an Educational Faculty Bureau.
- d. To hold conferences of the faculty bureaux where considered by the Executive Committee to be desirable and practicable.

IV. The Commission recommends that this Council emphasises the importance of the member organisations in ensuring the success of the work of the ICD. To improve their work and co-operation, the following proposals are made:

1. To publicise the work of the ICD to individual students, and arouse their interest in the departments' work.
2. To meet promptly and fully all requests made by the department of information and other kinds of assistance.
3. Every national organisation will send to the Secretariat of the IUS by January 30, 1949, a complete report about the situation of democratisation of the situation in their country. The report should include the following points:
  - a/ system of social security of young students;
  - b/ democratisation of elementary and secondary schools and education;
  - c/ democratisation and planning of higher educational institutions, and methods of work;
  - d/ material and cultural conditions of students, professors, and scientific workers.

The results will be classified and distributed to member organisations.

4. Member organisations are requested to stimulate and sponsor discussions among their students about democratisation of education.
5. To send to the ICD information concerning the achievements concerning the most eminent professors and scientists which can be distributed to other countries by the department.

V. The Commission recommends also that this Council approves the formation of a small committee, to be appointed by the Executive, to investigate the structure of the ICD. The work of the committee would be:

- a/ to define the limits of the ICD;
- b/ to plan the structure of the ICD on a more scientific basis.

It is further proposed that as the Constitution of the IUS is mainly concerned with the democratisation of education, an education department be set up within the ICD.

Two long-range objectives which are suggested for the department are the setting up of a film unit within the ICD to make international documentary films of student life, and a mobile recording unit, to be used for cultural purposes.

REPORT OF THE INTELLECT COOPERATION DEPARTMENT TO THE  
COUNCIL OF THE IUS 1948.

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"The Council of the IUS considers that the democratisation of higher education and the implementation of measures to make higher education accessible to the broad masses of working, peasant and other poor youth is a task of vital importance to the students and the democratic youth of the world. In many countries however, the realisation of this task meets with opposition on the part of anti-democratic forces and has not yet brought substantial results".

With these words, the Council in 1947 reviewed and underlined the fundamental task before the IUS, a task which was made in its concrete fulfilment the responsibility of the Intellectual Cooperation Department. The ICD was established at the Congress in 1946, where students met to give continued life to the wide-spread desire for a better world which had flourished so strongly during the common struggle against fascism. At the end of the war many problems had to be solved. The greatest problem facing students was the reorganisation of a healthy democratic educational and student life. In almost all countries student life and organisation had been either partly or completely desorganised; in some there were other special problems. In the former fascist and fascist-occupied countries there was need to remove from the educational system those who had actively propagated fascism and collaborated with the enemy. The false ideologies of discrimination, racial superiority, chauvinism, and perversions of science, had to be removed from text-books and curricular. In the colonial and dependent countries national independence was a key question for all, including students, and they were faced with the gigantic task of constructing an adequate educational system in accord with the new spirit of freedom and to meet new aspirations which had grown out of the war. Other important tasks demanding solution were the reconstruction of buildings and equipment destroyed during the war, and the rebuilding of extensive contacts and interchange of ideas between people, particularly intellectuals and students.

In order to solve these urgent problems the 1947 Council make many concrete propositions. We remind you that these were largely a re-iteration of the decisions of the 1946 World Student Congress, but we feel it necessary again to draw attention of Council to them since they have lost nothing of their importance or urgency, and too little has been accomplished in their fulfilment during the last year.

These resolutions are quoted at length to impress on this Council the tasks which have been set before for this department, and in order to place these before this Council again for consideration.

"In order to solve these urgent problems, the Council of the IUS urges:

- 1) The elimination of all forms of discrimination in admission and scholarship to higher schools, the reduction of tuition fees, the abolition of fees for examinations wherever such are charged, the creation of a system of state stipends (primarily for students with families and those demobilised from the army and resistance detachments) free use of textbooks, study aids and laboratories; the reduction of dormitory fees; free medical service for students; and the establishment of peoples' universities.
- 2) That the democratic student organisations belonging to the IUS should conduct national campaigns, enlisting the support of other national, educational, professorial, political and civic organisations, to discuss measures ensuring the proper integration of student conditions, as well as making higher education accessible to the broad sections of youth. The proposals resulting from these discussions should be submitted to the governments of the respective countries for their consideration.
- 3) The immediate elimination from curricula and textbooks of pseudo-scientific theories of race, chauvinism and imperialist propaganda and the expulsion of students and teachers who actively collaborated with the fascists. It is particularly recommended that democratic students organisations of former hostile states launch campaigns to accomplish this task in their countries.
- 4) The establishment of democratic administrative and governing bodies of universities, especially in colonial, semi-colonial and dependent countries.

For this purpose:

- a) The departments of the IUS should invite well-known democratic professors to write criticisms of textbooks and books of pseudo-scientific or anti-democratic content to be published in IUS publications.
- b) The member organisations of the IUS should bring such textbooks to the attention of students and endeavour to secure their removal from the curricula.
- 5) That democratic student organisations actively support and widely popularise in their countries the truly democratic men of science and technique and help them in their activity to achieve the democratisation of higher education.

- 2 -

6) It is recommended that national unions of students study means of reforming higher education so that it will adequately prepare the student to face the problems of his own country and take his place in his national society.

7) Since a democratic university is not realisable without the democratisation of elementary and secondary education, national unions of students should study means of reforming them.

8) National unions should fight to have their representatives consulted on all questions which concern student life and the functions of the universities.

9) It is recommended to national student organisations that they extend their contact with democratic movements in their countries so as to ensure a more active participation of students in the whole life of the country.

10) The IUS, together with member national student organisations, can render great aid in the democratisation of education through aiding the creation of mighty national student organisations, democratic and fully representative in character.

11) The IUS should approach the WEDY, UNO and UNESCO regarding the extension of high school and middle school education so that this question, on which the extension of university education depends, can be taken up in the broadest possible fashion.

12) It is recommended that all actions taken by member national student organisations be reported back to the IUS.

In the sphere of cultural exchange the same Council recommended:

1) Correspondence Bureau.

The Correspondence Bureau of the IUS should not attempt to compete with national correspondence bureaux where these exist, but should attempt to stimulate their formation in countries where they do not exist. For mass exchange, decentralisation through correspondence in member countries is more efficient than a central agency.

2) For exchange of books and periodicals the ICD should act as a clearing house for such exchanges. In cases where a member organisation of one country wishes to purchase certain books in other countries, the ICD should endeavour to promote such purchases. Exchange of periodicals is better accomplished direct from national organisations, but the ICD should stimulate and coordinate such exchanges.



### **3) Film exchange and library**

The ICD should compile a list of suitable films which are available in the various national organisations as a basis for the formation of a film library. In addition the ICD should assist member organisations in obtaining films from other countries. It should discuss with UNESCO the problems of customs and censorship which at present complicate exchange.

- 4) The ICD shall endeavour to assist member organisations in obtaining such information as they may desire from other countries for example the colonial countries should be helped to obtain all information on relief and reconstruction. The member organisations must cooperate by responding promptly to requests for information both from the IUS and from other member organisations.
- 5) The commission proposes the further extension of student exchanges for purposes of study, and calls on the ICD to promote and coordinate the international adoption of colleges and the formation of "brother" colleges. The exchange of professors and lecturers should be part of this programme.

In the sphere of intellectual relief we recommend:

- 1) A priority system should be established by ICD for intellectual relief needs.
- 2) The ICD should urge member organisations to collect books and other forms of intellectual relief and should serve as a clearing house for the distribution of this relief according to the international plan of World Student Relief.
- 3) The ICD should attempt to organise teams of technicians and professors who would be sent to aid the intellectual reconstruction of war-devastated and economically backward countries.
- 4) The ICD should appeal to governments and ministries to reserve places and offer scholarships, for students from needy countries and particularly colonial, semi-colonial and dependent countries and all those fighting for liberation, who have appealed to the IUS.
- 5) The Council declares itself against all policies forbidding certain peoples to have cultural contacts with others ( This proposition arose out of the statement of the North African delegate on Arab cultural contacts between North Africa and Middle East)

In the sphere of education and information, we recommend:

- 1) The ICD with the help of member organisations should set up a university documentation bureau to collect all information relating



to the educational systems in the various countries.

2) The ICD should concentrate on the preparation of three new faculty bureaux during the next year. It should consider the possibility of faculties of Agriculture, Education, Engineering and Economics, and the tentative suggestions from the delegates of India, West Indies, Scotland, Sweden and Denmark that certain of these conferences might be organised in their countries.

3) The policy of the ICD should be to coordinate the work of the member organisations through the central bureau in the IUS. Headquarters and to promote specific projects with the assistance of the different member organisations".

Both the Congress and the 1947 Council have indicated clearly their understanding of the importance of the ICD and its tasks; these were important tasks in 1946 and in 1947, and from the Executive Report it should be clear that they have increased rather than less in the past year.

The ICD has not in the past measured up in its work to the ideals expressed by our deliberative bodies. It has not been able to realise in practice the activities planned or envisaged for it. To understand why and in order to make practical plans for the future, we must examine frankly the cause of failure in the past.

The ICD has fallen short of its objectives for three main reasons:

1) The programme laid down for the ICD has been too vague, too sweeping and not been clearly and properly directed. This has inhibited effective planning within the department. It should have concentrated more on two or three basic key tasks, from which to proceed to the fuller implementation of its programme.

2) The fullest cooperation of all member organisations is necessary for the success of the ICD. This applies particularly to the supply of information, facts and data from which the ICD must proceed in its work. The response of our member organisations to questionnaires etc, has been disgraceful. It is important that if our requests for information are unrealistic or the information is not available as is sometimes asserted, we should be told. One of the most important jobs of the ICD the collection of information about the status of education and educational opportunities in various countries, as a basis for campaigning for better conditions - has scarcely been begun although the department is two years old. This is largely the

- 6 -

fault of our member organisations which have seldom regularly supplied us with sound information. It is impossible to organise effective work in the department without a proper staff; and again we find our member organisations falling down. Yugoslavia and Italy each made themselves responsible for providing a full-time member of the department, but neither country has fully met its responsibility.

3) The personnel of the department suffered an abnormal number of changes and was generally very unstable, resulting in a lack of continuity in the work of department. For a large part of the year there has been no head of the ICD, and when this has been done one's time has been taken up by an abnormal amount of travelling.

It is necessary to stress the long-term character of the work of the ICD. The work to make education available to all without discrimination, to ensure the material and social conditions for freedom to study, freedom to organise and speak and indeed our whole programme of intellectual advancement and cooperation must continue and develop over the years as a continuous process. This field will grow with the IUS, with the accumulation of more and more data, with our own and our departments concrete achievements and experience. At the same time we must never lose sight of short-range objectives, of our concrete day to day activities, specific campaigns and the positive expressions of "democratisation of education" during the academic year.

Some share of the responsibility for the weakness of the work of the ICD must be borne by the Executive Committee and the Secretariat. In January the E.C. heard a long and thorough report on the department, but has not taken sufficiently vigorous action to have the fine plans for the ICD implemented. The Secretariat too has tended to neglect the ICD and could have done more to check up the progress of its work.

All these weaknesses do not mean that the ICD has done nothing or that nothing has been done in the IUS to achieve its aims. The problems of democratisation of education and intellectual cooperation are not the monopoly of this one section of the IUS, but are the responsibility of all its sections, and the sum total of IUS activities during the past year has contributed a great deal to the solution of these problems. Much has also been done by many of our member organisations. The best lines on which to work are becoming clearer to our students, and despite attacks on some democratic student movements and deteriorating conditions in many areas, educational opportunities and intellectual cooperation are improving.

The fight and work for better educational opportunities for youth of the poorer classes, from among the workers and peasants, has grown in many parts of the world. In England the National Youth Parliament, including youth organisations with over a million members, presented the major problems of young people in Britain to the entire nation. The NUS played a leading part, presenting a draft Education Bill, and the students and youth together drew up legislation which would extend the possibilities for education at all levels to all sections of British Youth. The task now is to organise the youth and students to demand its implementation.

The British NUS has also drawn up and campaigned for four-point programme which asks for

- 1) Abolition of fees,
- 2) Free maintenance grants for all students, covering 52 weeks of the year.
- 3) Basic co-ordinated votes for these grants, assessed according to students' costs of living, plus tuition costs
- 4) A minimum entrance standard for all colleges and universities.

In to tally different conditions, the students and youth of India are campaigning to extend educational opportunities to all young people in India. In a campaign against increased fees the All India Student Federation, they are trying to reduce the cost of education today, so eliminating the major means by which economic discrimination works against the poorer students and youth in their country. They have organised a mass campaign of demonstrations petitions and meetings, and have called upon IUS member organisations for support in their struggles.

By these means, under their different conditions, the students of India and Britain are developing their work for a fully democratic educational system. The ICD must draw on the experience of campaigns like these together all the documentation and material unearthed during these activities and make known to member organisations the facts and the lessons learnt, so as to help them in similar activities..

The magnificent work of the students in Viet Nam for the elimination of illiteracy has been referred to in the Executive report, similar work is being done in Indonesia where there was

over 90% illiteracy when the Republic was born. Illiteracy is a huge problem which the IUS must take up more vigorously. Hundreds of millions of people in the world cannot yet read nor write, and students can make a very great contribution to the elimination of this evil.

The IUS has directly interested in the preservation of national cultures, and in protecting the cultural and educational rights of national minorities. The IUS took up particularly the case of the closure of the Chinese schools in Siam by the Siamese government by imposition of conditions making their continuance impossible. Lest you doubt that the IUS can do something in cases like this, we should tell you that the General Secretary of UNESCO told the Acting Head of the ICD at a Press Conference in Prague that he had heard nothing either official or unofficial about this matter. He added that in any case UNESCO can only take up such questions when they are raised by a government which belongs to UNESCO. The IUS then passed information on this and protested to the United Nations Human Rights Commission, which has told us that they are taking up this important matter.

We urge our member organisations to press strongly still for scholarships for students from colonial and semi-colonial countries. Already there has been a response to our previous requests, scholarships being granted by Hungary, Poland, Bulgaria and Rumania.

Here is a means of intellectual relief which we believe can be greatly extended by more work by our member organisations.

In the United States it has been necessary for many students to campaign for the preservation of their academic freedom, by means of meetings, petition and student parades. A tremendous amount of material has been received by the IUS indicating serious attacks in the US on the right of students to study freely, to have access to important publications, to organise and so on. Some of this has been published by the IUS in bulletins etc but much documentation remains still to be distributed. A noticeable feature of the US situation is the persecution of the new Wallace Movement on the campus, and increasing attacks on our member organisation American Youth for Democracy. The student reaction has been sharp, and has been often supported by the leading intellectuals labour leaders and prominent progressive citizens. That is always important to enlist the support of democratic community, labour and youth organisations and leaders is borne out by the experience of our member organisations, but the IUS must obtain all material and make fact and experience known to all students. Widespread support from all sections of the community did much to ensure the withdrawal of the Minister of Education from his original dogmatic position recently when he banned films of origin other than the British Empire from Educational establishments

- 9 -

in Victoria, Australia. A protest Committee formed by the students of the Melbourne University played a leading part in campaigning for withdrawal of the ban. The IUS sent a cable of protest in their support.

In the Peoples Democracies in Eastern Europe, recent years have been marked by increased student self-help movements, including cooperative ventures in text-book publishing. In these countries, too, the work for democratisation of education has grown apace; they have been actively engaged in ridding their educational systems of the remnants of fascist thought and practice. Protagonists of discrimination and collaborators have been removed from the schools whilst new possibilities are now open to students from peasant and working class families

-10 -

During this time IUS action to implement resolutions of the Council on the democratisation of education has included great and positive contribution to the Conferences in South East Asia and Latin America and the WEDY Working Youth Conference. This will all be dealt with in separate reports to this Council. It is sufficient to say here that the Charters of the Working Youth and Students especially in South East Asia and Latin America are blue prints for a decent and adequate educational system in these parts of the world.

The ICD must play a leading part in transforming these blue-prints into reality. During the past year its Bureaux have conducted many excellent activities, but these have not been coordinated in a single integrated plan, and have therefore not contributed fully to the fulfilment of ICD's tasks. Having no proper over-all plan the Bureau have tended to develop in isolation from the ICD. Our future plan of work must insure that the ICD bureaux become the key means by which the ICD tasks are properly carried out and taken down to each individual student.

There are 5 separate Bureaux within the ICD. These are : the International Correspondence Bureau and Four Faculty Bureaux including the Architectural Faculty Bureau, the Medical Faculty Bureau, the Agricultural, Forestry and Veterinary Faculty Bureau and Engineering Faculty Bureau. Despite the fluctuation of personnel in the department, already referred to, the various sections of ICD have developed their activities along the specific lines laid down for Bureau by the last Council. Much has been accomplished and we can say that the Faculty Bureau in particular have become an important part of the work of the IUS.

On a national level, perhaps the most significant development of IUS Faculty Bureau work has been in Australia. The National Union of Australian University Students established at its last Council Meeting Faculty Bureau in 6 faculties in all the Australian universities. This was a direct result of contact with the IUS and already significant advances have been made. The Australian plan is dealt with in some detail in the IUS Information Bulletin which will appear during this Council.

This important development, the reception of the Clinical Congress among Medical students of many countries and the support given to the IUS by Architectural students (which was clearly shown recently by Sweden and Switzerland), demonstrate that when the IUS has a concrete meaning for students they will support its programme. It is one of the main tasks of the ICD to make this meaning clear to the students in different countries, and there is no more effective way of doing this than through the ICD Bureaux.

- 11 -

### The Engineering Faculty Bureau

This Bureau was started under the leadership of a part-time volunteer, and successfully established extensive contacts among students and professional engineering associations. It published a bulletin which was well received, and has been planning a Conference of Engineering Students to be held some time during 1948-49 academic year. However, it appears that at present this Bureau will have to develop more and be more **firmlly** established before such a Conference would be justified.

### Architectual Faculty Bureau.

Through this Bureau direct contact has been made with the Architectual students of 25 countries bringing incidentally the IUS to students to whom it was previously unknown. A Rising directly from the work and suggestions of this Bureau, several national organisations of Architectual students have been formed.

A Committee has been set up by the British Architectual Students Association to work on the International News Letter. If all member organisations cooperate fully this News Letter can successfully provide a channel for the exchange of news and information between Architectual students from all parts of the world.

A survey has been made of the World's architectual journals and publications, and the demand for these in different countries. Several journals have been made available to students at reduced cost.

The most important work of the AFB has been the preparation of Architectual Students Congress, to be held in London. Originally scheduled for 1948 summer it had to be postponed through lack of personnel in the bureau. It will now take place from December 30th 1948 to January 8th 1949.

The Congress will be based on the theme that Architectual students must be united nationally and internationally to improve architectual education, the profession and industry through discussions and understanding of mutual problems. Such a unity is necessary if architectual students and their profession are to make the maximum contribution to peace and reconstruction.

There will be lectures and discussions on technical and professional subjects, and visits to factories, research stations and housing projects in different parts of England. There will be opportunities for discussion on mutual problem with young building operatives and apprentices and there will be exhibitions



12

of projects by each delegation and from representative British schools.

The discussion programme will be centered around the

- 1) The role of the Architect and/Students in society, and the need for reconstruction and peace.
- 2) The nature of architectural education and the reforms necessary to produce architects as responsible and active members of society.
- 3) The organisation necessary to bring about the standards decided upon and the aims of national organisations and the IUS.

An appendix to this report sets up in considerable detail plans for this Conference. We hope that from this meeting will emerge the future programme of the AFB. Already it is planned that this programme will include an international competition of student projects to be held in conjunction with the 1949 IUS Festival. It will undoubtedly include also student and travel exchanges, film exchanges the circulation of technical books and journals, and student summer schools and congresses in the future.

These plans cannot be implemented until staff has been found for the Bureau. This is an immediate need, not only for the general Bureau work but for the Congress itself. Between April and September of this year, there was no one working in AFB and by the end of this month (September) it will be necessary to find a full-time worker for the Bureau. This Council must give immediate attention to this problem.

#### The Agricultural, Forestry and Veterinary Bureau

This is a newest edition to the IUS Faculty Bureau, and potentially it is one of the most important Bureaus. Staff at present by Czechoslovak volunteer students, it plans to establish a model farm in Czechoslovakia. Land has already been granted for this farm which it is hoped to convert into an extensive experimental project where students can work on the latest methods of agronomy, veterinary problems and forestry. It will be unique as a place where technical information and recent advances can be exchanged between the students of many countries. When the farm is operating properly it is planned that it should directly supply the IUS Sanatorium with food.

This particular project should be extended to colonial and semi-colonial countries. This Council should explore the possibility of establishing a similar farm in South East Asia, where it could make a very great contribution to raising the technical level of

13

agriculture in countries where this is backward. We suggest that if this is done it be a joint project of the IUS and the WFDY.

In order to forge a sound programme and extend and popularise the work of this Bureau, an International Conference is necessary. Students of agriculture in countries like Canada, where the faculties are very advanced can do a tremendous amount to help students where techniques are relatively backward. Direct personal contact and work at an International Conference of Agricultural students is clearly a necessary step in order to start this work.

Plans for the Bureau include not only ~~for~~ experimental farms but also experimental forrests to which students from all parts of the world can be invited to work.

#### Medical Faculty Bureau.

This Bureau has carried out <sup>the</sup> most consistent and extensive activity of any section of the ICD. It has been fortunate to have a permanent head for some time past; it has been fortunate too in having the active assistance of such IUS member organisation as the American Association of Internes and Medical Students.

During the last twelve months the MFB, with the Central Travel and Exchange Department, organised two tours of American Medical student groups to Europe, and assisted in placing foreign students in internships over the summer months in Great Britain. Last summer a tour was organised around the International Physiological Congress and this summer another tour around the Clinical Congress. European students have yet to be integrated properly into this programme, and the Bureau will have to make arrangements with national Union Travel Agencies which are at present handling most student travel in many countries.

In the field of relief and exchange the Bureau has collected and distributed textbooks, films, microscope slides, medical journals. During the cholera epidemics in Egypt, the Bureau forwarded independently over 1 million units of anti-cholera vaccine, and obtained additional contribution from member organisations in the United States, Great Britain, Finland and Czechoslovakia of milk preparations for the Greek children in Czechoslovakia. We have just received 15 million units of penicillin which will be distributed soon; we have also 100 grams of streptomycin and a store of over ten thousand medical texts and journals in the United States awaiting distribution. This aspect of MFB work must in future be very closely coordinated with the plans of Relief and Assistance Department.

The high-light of MFB activity during 1947-48 was the first International Clinical Congress. This was one of the most successful activities ever conducted by an

and established the IUS firmly among a large number of students who have never before been directly reached by any IUS activity. For the first time in student history a group from 1 study discipline, drawn from 25 countries scattered over 5 continents met together to discuss their field of study and its relations to the world around them. The results of this Conference which are indicated in detail in an appendix to this report, show the real significance to the ordinary student of an organisation like the IUS. This Council must study the results of this Congress and lay the groundwork for their full integration with the future activities of the IUS.

#### The International Correspondence Bureau.

The immediate response to the establishment of ICB was very heartening. However, no one has worked regularly and consistently in it for months, with the result that it is slowly dying. This Bureau has a tremendous potential value to students and its problems are not difficult to solve. One person working part-time could handle the work of this bureau quite easily. I regret that not more can be said about the activities of this section of ICB. If the ICB is to continue and carry out the task originally allotted to it the Council must address itself to two questions -

- 1) The allotment of staff for the work of the Bureau
- 2) Means of securing much greater cooperation and assistance from our member organisations.

#### Conclusions and the future work of the ICD

This summary of the past work of the ICD should indicate the importance of its activities to the IUS and to the students. Potentially the work of the ICD is among the richest fields of the IUS work. The work it has to do is most vital and important for students all over the world and for the furtherance of international understanding.

To overcome past weaknesses in the department the Council must assume three responsibilities:

- 1) It must provide the necessary capable personnel to staff the department and its Bureaux
- 2) It must reaffirm the responsibilities of IUS member organisations for the work of the department. Without their consistent and active cooperation, the most elementary and the most urgent task cannot be completed.

15

- 3) It must overcome the general lack of realism in planning the work of the department.

These three immediate problems can be tackled within the framework of the excellent resolutions already passed in previous years.

The wealth of experience of each member organisation must become the property of the ICD and through it, the property of all member organisations. The immediate task of the ICD, then is to assemble during the weeks immediately following the Council, facts, documentation and material accumulated by all member organisations in their manifold activities. On the basis of this material which must be continually built up from day to day and year to year, the ICD can begin to give that leadership to the movement for the democratisation of education which has been lacking for so long.

On the basis of the material from a specific region, the department can organise for a period of one or two weeks, regional campaigns involving groups of countries. Such campaigns would aim at solving certain specific problems especially urgent in certain regions and relating to the democratisation of education. These campaigns can be for increased scholarship funds, with a student voice in the administration; They can be for a reduction of fees, similar to that waged by the AISF in India; they can be campaigns against economic and racial discrimination in higher education. These problems affect certain regions specially, and while it would be difficult and not always realistic to organise an international campaign around one of those problems, regional campaigns are certainly possible.

In assuming the responsibility of giving leadership to the students, the ICD should organise a one week seminar on the question of student government, a matter of great importance to all member organisations, and one in which the exchange of experiences and ideas can be of great mutual benefit.

In developing intellectual cooperation, the ICD must pay attention to the work of the World Conference of Intellectuals which has recently taken place in Wroclaw. The conclusions of this Conference should be made known to every student and its participants must be supported in their activities for peace by the students of all countries.

In accordance with the proposals of the Festival Commission, the ICD must also be prepared to make an excellent contribution to the Student Festival of 1949.

16

In all of its work during the coming year, the ICD must try to secure the support and cooperation of all international bodies whose activities cover or correspond to any part of the department's work. This applies particularly to UNESCO and to professional, educational and cultural, international organisations. For example the ICD should immediately establish a working relationship with the recently formed International Theatre Guild. Relations with UNESCO were dealt with in the Executive report and there is every indication of a great improvement in the nearest future in our work and cooperation with this important body.

In conclusion I would like to make three specific proposals in addition to those already made in the body of this report.

- 1) That the ICD publish a series of bulletins on: academic freedom, students self-government and racial, economic and political discrimination.
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- 2) That the ICD vigorously proceed with schemes of exchanges of cultural material, establishment of a film library and other tasks which have been planned before and never fully implemented.
- 3) That the Council give a particular attention to breaking down the general plan for the ICD into specific proposals, and relating these directly to the resources which can be allotted to the department.

The way in which the programme of the ICD is carried out in the future will depend very largely on the guarantees made here by the Council for the personnel necessary, and on the active cooperation and work of our member organisations. If both these questions are tackled seriously and realistically the work of both ICD and the IUS will be immeasurably strengthened.

We are confident that this Council can solve the problem of intellectual cooperation, and that the next year we will see the organisation and the growth of the ICD into the key department of the IUS that it should already have been

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## APPENDIX I

### STUDENTS INTERNATIONAL CLINICAL CONGRESS

The Students International Clinical Congress which met in England in July 1948, was an event of great importance for the IUS. It resulted in greatly strengthening the IUS and in increasing its meaning and influence among a large section of students.

For many of the 103 students from 24 countries present there, it was the first time that they had heard of the IUS. For all of them it was the first time that they had participated actively in a specific activity organised by the IUS on their behalf. The IUS was thus made a real tangible thing for these students and it is this fact which is most important. It was on the basis of this last fact that the enemies of the IUS were soundly beaten in their last attempt to split off a section of students from the IUS and the rest of the student community. Realising that this was the first of what we hope will be many more faculty conference, the significance of this Clinical Conference becomes even greater. Many shortcomings and mistakes can be listed, and these will be analysed more thoroughly. The general conclusion to be reached however, is that the IUS has been greatly strengthened, has acquired more meaning and a greater field of action among a mass of students who until now had been involved to only a very slight extent in the work of the IUS.

A study of the attached decisions will give an immediate picture of the positive results of the conference and of the discussion groups. The presence of 103 delegates, some official and representing their medical student bodies: delegates from Chile, South Africa, Brazil, Poland, CSR, Hungary: others present as individuals only: English, American, Dutch, Swedish: presented the conference with many problems. Nevertheless, on almost every point under discussion, save for the structure of the Medical Faculty Bureau, near or absolute unanimity was obtained. The role of medicine today is clearly defined: the responsibility of the physician and medical student in this respect is clearly shown: the progressive role of science is established and its perversion to purposes of war is condemned. These were the best possible conclusions to be reached by the groups present and discussing the problems.

The various aspects of medical education were discussed, and a positive programme leading to the democratisation of medical education was laid down. There were many lengthy discussions about discrimination and other barriers to a good medical education available to all qualified students, and in each case, differences of opinion were resolved in a unanimous decision to improve and democratise medical training.

The fact that the students attending were not all mandated delegates, and that most were there in an individual capacity, meant that the conclusions of the Congress had a special character. They represent the decision agreed to by the delegates there, and they are presented to both the IUS Council, and to the rest of the medical students of the world for their consideration and approval.



These conclusions follow in the form of the resolution adopted by the Congress:

PREAMBLE: We, medical student from 25 countries, in full agreement that common problems can be solved only by increasing international co-operation, have met at the first Student International Clinical Congress, in England, 1948; organised by the British Medical Students Association, on behalf of the International Union of Students, to strengthen international friendship, to exchange medical knowledge and to facilitate the achievement of common goals.

The role of medicine in modern society is a changing one. Advances in the knowledge of the basic causes of diseases have expanded the scope of medicine to include not only the science of therapy, but also that of prevention of diseases. The extensive social and economic influences in the origin of diseases can be neglected no longer. Modern medicine must study man not only in sickness but also in health. The competent doctor of today should be fully capable of participating in the control of environmental factors leading to illness, of preventing illness before symptoms appear, and of treating illness after symptoms have appeared. Thus there is a new sense of responsibility: in accordance with this, the doctor must equip himself with adequate knowledge in order to discharge his role in the social, economic, political and spiritual life of community.

The impact of this new role of medicine upon medical education is extensive. The medical student or young doctor must realise the nature of this role and must equip himself to deal effectively with the responsibilities arising from it. Similarly, he must have available adequate facilities with which to attain his training. Towards these ends, existing concepts and facilities of medical education call for re-evaluation and revision to meet new requirements. New courses should be added and new interrelationships developed. The participation and contribution of the student is essential in this process.

Implicit within this new role of medicine is the realisation that health cannot be achieved without a socially productive and peaceful world. International understanding and co-operation is essential for such a world. When peoples direct their resources and knowledge towards the attainment of an ever increasing standard of living for all and concentrate upon the solution of common problems, there exists the foundation for true international accord and the maintenance of peace.

Science is a basis of such developments. Used constructively, it implements social well-being, used destructively, it is perverted. It is the duty of every doctor to ensure that the facilities provided for us by science are utilised to promote the health of the people, and not to provide new means for their mass destruction.

It is with these basic promises that the discussion in this Congress have been approached. We have exchanged information and ideas. We have considered mutual problems. We have formulated policies to achieve their solution.

In order to facilitate these considerations, we have examined the principles of medical education required to fulfill contemporary responsibilities, we have examined the facilities necessary to provide this education, and we have examined the means whereby we can carry out successfully the



- 4x -

This entails the simultaneous presentation of these subjects throughout medical training. It was further agreed that the principles of sociology and economics should be included in the medical course. The training in these subjects should not so much aim at the attainment of a specialist status as to enable the doctor to utilise them in his practice and be able to co-operate with specialist in these fields.

2. To facilitate training in the early diagnosis of diseases, consideration should be given to the methods by which students can be shown cases prior to hospitalisation. One important way of achieving this is the students attendance at health centres.

3. The time taken to complete such a medical education would vary from country to country, depending upon the type of preliminary education, the facilities for post-graduate education and the development and structure of the particular society. On general principles, it was suggested that at least three years should be spent on clinical training, integrated with pharmacology and pathology. It was further recommended that an interne year be compulsory before a licence to practice is granted. Opinion was divided about the advisability for making the interne year before qualification for the degree compulsory.

4. Students should have the widest possible freedom in their mode of studying. Opinion was divided about the advisability of allowing the student to sit for examinations whenever he chooses. It was agreed that attendance at lectures should be voluntary, and attendance at practical work compulsory.

5. Officially recognised staff-student curriculum committees should be established and, when necessary, students should have full voting powers on these committees.

6. Refresher course of some kind were felt to be necessary. In large centres, courses of lectures and demonstrations extending over several weeks could be organised with profit. It was agreed that refresher courses should be made available to graduate physicians and that funds be provided to enable them to spend 4 to 8 weeks every few years at a medical faculty or teaching hospital refresher courses. It was also recommended that grants should be provided for such post-graduate education.

## II. MATERIAL MEANS

### Selection of Students.

1. In order to provide sufficient doctors for the people, each country must formulate a plan based solely on the needs of that country in order to provide the optimum doctor-patient ratio. Where the existing facilities are inadequate, they must be improved by the combined efforts of students, schools and governments.

2. Students must be elected from the population so as to produce doctors of a high standard, and to reduce wastage in training. At present no completely satisfactory method exists of predicting the value of matriculant to the medical profession, and it is recommended that research

programme adopted, and increase international co-operation, so amply exemplified in this Congress.

### PRINCIPLES AND FACILITIES OF MEDICAL EDUCATION

In these discussions great differences were revealed in the practice and problems of medical education among the countries represented. These differences are related to the prevailing social and economic structure of each society. So numerous and complex are these problems that it is neither desirable nor practical to recommend at present a uniform system of medical education for the entire world. It is believed that a system of medical education is the most efficient when adapted to the structure and requirements of a particular country. There are however, definite common ideals and beliefs along certain broad educational lines which are held in common.

### AIMS OF MEDICAL EDUCATION

As previously defined in the preamble, the goal of medical education must be to train the student to discharge adequately his future responsibilities in the medical, social, economic, political and spiritual life of his community.

With due recognition of the diverse roles played by the doctor in society, it is felt that there should be one type of basic training. On completion of such a basic training, the young doctor should spend a varying amount of time to become proficient in any one chosen branch of medicine. General practice is regarded as one of those branches. The following deficiencies, noted in the basic training stages should be remedied.

- a. The failure to integrate theoretical, clinical and technical work. Laboratory procedure and clinical observation and judgment are not separate entities but should be used conjointly in the proper management of the patient. One should not be used to the exclusion of the others.
- b. A lack of understanding of the functioning of the human mind, of its common disorders, of the relationship of mind to bodily disease, and of the influence of society upon it.
- c. A failure to understand society and its problems whether general or applied specifically to medicine. The lack of an adequate approach to the social and economic aspects of medicine was particularly emphasised.
- d. Absence of instruction in the scientific method with particular reference to the principles of logic, the use of language and statistical analysis of data.

### MEANS OF ACHIEVING AIMS

#### 1. Academic Means.

1. The medical course should be arranged so that maximum integration of the pre-clinical theoretical sciences, clinical medicine and the social approach to medicine may be affected.

- 6x -

10. Library facilities and text-books are inadequate in many countries especially in devastated areas. That this state of affairs may be corrected:
  1. by student buying co-operatives.
  - 2- by publications on student presses.
  3. by a system of international collection and distribution of medical books which should be organised by the MFB.
11. In order to remedy shortages of teaching staff:
  1. Full time opportunities for junior teachers should be made by adequate living wages.
  2. Wherever possible, senior students, supplementing staff as demonstrators with compensation.
  3. Intimate personal contact between teachers and students should be worked for.

#### STUDENT WELFARE

12. The university authorities should partake in the responsibility for student housing, food, and the students should be represented on any committee set up for this purpose.
13. Student Health Clinics and sanatoria should be established. Alongside the services at such clinics, a regular month hygiene should be provided. Student participation in the organisation of these clinics is recommended. In areas where complete care for students is not free, a low-cost comprehensive students insurance plan should be compulsory.
14. Every student should receive a complete health examination annually and chest X-rays should be taken twice a year.

#### STUDENT ORGANISATIONS

15. Since medical students have the above problems in common, it is important that they should actively participate in their respective medical student organisations. In many countries, medical student organisations have already been able to solve these problems to some extent. In order to be effective, medical students organisations should unite students regardless of their race, colour, creed or political belief on both a local and national level. They should co-operate with other student organisations in their country on common student problems. The development of full international co-operation should be an important aim of the national medical student organisations and its active participation in the M.F.B. will help further this aim.

Finally, two general conditions are stressed, the fulfillment of which is a prerequisite to the recommendations here proposed;

- a) There must be adequate financial resources to provide all necessary medical facilities.
- b) Every form of medical care should be available to every member of the population without any economic limitations.

into this problem be extended as much as possible and be given full student support.

3. In the selection of students, any discrimination of students of the basis of race, religion, colour, creed, political opinion or sex was strongly condemned and all students and governments are strongly urged to undertake fullest activity in removing such discrimination where it exists.

4. Costs of medical education are prohibitive in many countries: they thus provide a basis for discrimination on economic grounds. Therefore, equal educational opportunities must be provided for the entire population of a society. While the ultimate goal shall be free education provided by the state, the initial steps may well be graduated system of fees according to the students income.

The number and value of scholarships should be increased and after the students first year is complete, the student's organisations should have the opportunity to assist in the selection of candidates for scholarships. Apart from financial needs, the only qualification for such aid shall be the academic standards of the institution involved.

5. Whereas the state should ultimately provide all necessary funds for medical education, it should not have direct financial control of the medical schools.

6. Since the student has no real earning capacity, he should be aided in providing the costs of living. Ultimately the provision of free board and lodging should be obtained. In the interim, much can be and has been accomplished by certain student organisations in running their own co-operatives, non-profit making restaurants, and residences.

7. Facilities for exchange of graduates shall be encouraged. Scholarships for graduates should be allotted by agreement between the granting authorities, the university authorities and under-graduate organisations. These scholarships should be so conditioned that students availing themselves of facilities in other countries have their term of work recognised in their own countries so that the time spent studying away from home is not lost.

8. Internes should be paid a living wage. All hospitals offering internships should provide library and teaching facilities and time to take advantages of them. The existing discrimination against newly qualified doctors on lines similar to those outlined for under-graduate students, should be established.

#### EDUCATIONAL FACILITIES

9. Laboratory facilities and clinical equipment are greatly insufficient in many countries, and should be remedied by:

1. government funds.
2. medical schools extended to embrace non-teaching hospitals.
3. mutual assistance among countries to advance development of these facilities.

- iv. possibilities of founding scholarships for foreign students.
5. To issue IUS Travel Bureau identity cards to facilitate inexpensive travel for medical students.
6. To publish a special travel bulletin not later than February 1949 containing all information of medical student exchanges and details of of arrangements for general students travel.
7. The MFB will study the possibilities of group exchanges to increase the scope of student exchange.
8. The MFB will issue a quarterly press letter which will include reports on activities of local student organisations, articles, and drawings from student journals, original student contributions, reviews of colloquial pathological conferences, new books, journals, etc. as well as addresses of students wishing to correspond with colleagues abroad.
9. The MFB will obtain copies of original student work for circulation to medical student organisations.
10. The MFB will collect and facilitate the exchange of medical students journals and papers.
11. The MFB will establish a central film library available to medical student organisations and faculties, and facilitate the circulation of these films by publishing a full description of them. This bulletin will also contain lists of medical films generally available in different countries.

#### STRUCTURE

1. THE MFB of the IUS will work within the framework of the IUS and follow the democratic principals already laid down by the IUS Constitution.
2. The MFB will be chosen at every Students International Clinical Congress which will be held at least bi-annually, all delegates present to have full voting powers /including non-IUS members/ for electing MFB Board.
3. The MFB Board will consist of all countries which are IUS members, chosen on the basis of geographical distribution and degrees of activity, plus 2 observers from non-IUS countries. The latter to have the full right of participation on the MFB Board discussions but not to vote on the Board.
4. For the next two years, representatives will be chosen from the following countries: Chile, France, Great Britain, Italy, India, Poland, a Scandinavian country, South Africa, USA, USSR, Vietnam, plus two vocal, non-voting observers from among non-IUS member countries themselves. If any country fails to appoint a representative, China and Brazil will be requested to do so in that order.

- 7x -

MEDICAL FACULTY BUREAU OF THE INTERNATIONAL UNION OF STUDENTS

PREAMBLE The Medical Faculty Bureau of the IUS will be the co-ordinating center of the medical students of the world.

AIMS 1. To carry out the recommendations of the Students International Clinical Congress and to make known to all medical students the work of the MFB.

2. To act as an international co-ordinating center for the organisation of relief for needy medical students and faculties.

The needs of medical students in colonial and former colonial countries should be given special consideration with regard to priority of distribution.

3. To present the needs of medical students to international agencies which can be of assistance in carrying out the work of the MFB.

4. To facilitate extensive travel and exchange among medical students.

5. To provide information of general and scientific interest to medical students.

6. To integrate the activities of medical students with those of other faculties.

7. To work for an international standard of medical education.

8. To organise International Students Clinical Congresses at least bi-annually.

9. To organise other conferences as desired.

10. To encourage and support the activities of all national Medical Students Associations provided that their program does not run contrary to that of the MFB.

PROGRAM

1. The MFB will publish a bulletin at the end of the Congress, containing a report of the Congress, and its discussions and the recommendations arising therefrom. This will be widely distributed among medical students and will also be represented to UNESCO and WHO.

2. The MFB will work with the relief department of the IUS to facilitate the contribution by medical students to students in need. The MFB will publish as soon as possible a list of the requirements of medical students in various parts of the world to guide medical students organisations in the collection of such materials. The MFB will organise in connection with the general relief campaign held every November 17th, International Students Day, a special contribution from medical students of text-books, instruments, drugs, etc.

3. The MFB will organise support among the medical student organisations for all student sanatoria.

4. To increase student exchanges, the MFB will periodically issue a questionnaire inquiring into the following:

- i. facilities for and costs of housing visitors.
- ii. expenses of travel.
- iii. amount and type of medical work available including specialists opportunities.



It is obvious that no one can work for the IUS who has not the confidence of the NU or member organisation from his country. The Council must consider this problem carefully, keeping in mind the need to have the best possible form of co-operation what will be acceptable to the national unions and the medical student organisations and that will reinforce the IUS.

Two more problems <sup>present</sup> themselves immediately, both still concerned with the organisational structure of the MFB. These are no guarantees made in so far as the positions of Chairman and Secretary of the MFB Board are concerned. It is obvious that these personnel must be drawn from among member organisations of the IUS. Secondly, the system of voting to be used at the annual congress can be of necessity only one based on the numerical strength of the medical students of the various organisations represented at the Congress. Finally as a result of this conference, the work of the bureau of the ICD must be re-examined and re-evaluated to see in what manner they can best contribute to both the development of the general policy of the IUS among their students and its specific problems with which they are concerned. The bureaux cannot be independent organisations united loosely in the ICD but must be integrated in the overall plan of the ICD activities for the year and must be the means by which this ICD plan is carried out. Of course the bureau will have a comprehensive activity of its own laid down by the periodic faculty conferences and approved by the IUS. Such will be the case for instance with the MFB, which has already had its first faculty conference.

This is as it should be and there is no contradiction between the bureaux carrying out the specific faculty problems at the same time that it carries out the programme of the IUS. There is not, nor should be ever any contradictions between these programmes, since there are both concerned with the democratisation of education and serving the needs and interests of the students. In considering this question, Council must be more aware of the necessity of the students of that particular faculty. The structure which has been adopted at the Clinical Congress gives organisational form to this necessity and at the same time provides maximum reinforcement of the IUS itself.

These are on the whole very positive and excellent conclusions. They help specify, at least as far as medical education is concerned, what we mean when we speak of the democratisation of education. This is a programme which will help the IUS act on behalf of the world's medical students, and it is a programme which will help unite the medical students behind the IUS.

This structure and programme however, has certain small weaknesses which should be strengthened by the Council, to provide the best possible form for the work of the bureaux, and for the development of the programme of the IUS through the bureaux of the Intellectual Co-operation Department.

The corrections proposed are the following:

In the section: The Medical Faculty Bureau of the IUS.

1. The preamble should include, after the word "centre" the following phrase -- "and organise activities of behalf of, and in the interests of the democratic medical students of the world"



5. The MFB Board will recommend from among the members one suitable person as candidates for secretary, the Executive Committee of the IUS will approve the nomination.

6. The Secretary will live and work in Prague, and the IUS will be asked to provide him with financial aid for living and part-time study. Non-IUS members shall make a financial contribution to the IUS purely for the purpose of the running of the MFB and to the expenses of the Secretary.

7. If the Secretariat is not available on or before 18 Sept. 1948 (the date the IUS Council finishes its work in Paris) or at any time subsequently, the IUS Executive Committee will be asked to appoint a substitute to carry out the work of the Secretary pending his arrival or that of an alternate candidate.

8. The Chairman of the MFB will be elected by the SICC, this position to be held rotationally.

9. All medical faculty bureau members will belong to the IUS, but the Secretary and Chairman of the MFB will be instructed to communicate with all medical student organisations irrespective of their relationship to the IUS, to inform them of and to involve them in MFB projects and to invite them to participate in all activities.

10. The Secretary of the MFB will be an observer at the IUS Council and will be consulted on all medical student problems.

11. The Congresses will formulate the specific programs for the MFB, which when approved by the Executive Committee of the IUS will be carried out through the various departments of the IUS in accordance with the instructions of the MFB Board.

12. At each Congress, the IUS will be asked to submit its suggestions for the work of the MFB.

These are in essence the conclusions of the Congress. They are positive, and important conclusions - and open a new field of activity for the IUS. They are a concrete demonstration of how the IUS can tackle the general problem of "democratisation of education" because the sum total of these resolutions would mean an effective democratisation of medical students.

Of course this congress presents the IUS with problems, they are important problems. What is to be the relationship between the national unions and the medical student associations working with the MFB. Since the IUS is a union of national unions, such a problem must be clarified. In most countries this will pose no great difficulty, since the medical section of the students is already in close touch with, if not a direct part of the existing national organisation. In the few cases where this is not so, it is necessary to obtain the closest possible co-operation between the NU and the MSA is so far as nomination of responsible people to work in the medical bureau are concerned.

-- 11x --

It is obvious from the programme adopted that the MFB will be more than a co-ordinating agency, but will also organise a large series of necessary activities, conferences, etc. in order to help it carry out its programme.

2. In the section: AIMS of the Medical Faculty Bureau, paragraph 4  
and in the section: Programme " " " " 4,5,6,

These section should be reformulated to express clearly the fact that the travel and exchange programme will be integrated with and carried out through the programme of the Central Travel and Exchange Department. The reasons for this correction are immediately evident.

3. a) In the section on: Structure of the Medical Faculty Bureau, para.4 In accordance with the decision contained in paragraph 10 under "Aims of the Medical Faculty Bureau", the following sentence should be added. No medical students association can be invited to the bi-annual clinical conference with full voting rights in the elections to the board if its programme and activities are contrary to the aims and structures of the Medical Faculty Bureau.

The reasons for this correction are also clear. The Clinical Congresses establish the programme and activities of the bureau in accordance with the Aims and Structure established at the first Congress, and all the delegates present and voting should be in agreement with these basic points in order to be able to act constructively at the Clinical Congress.

- b) Paragraph 4: Chile, not yet being a member of the IUS cannot be a voting member of the Medical Faculty Bureau. It is recommended therefore that the other South American country proposed, Brazil, replace Chile on the board.

- c) Paragraph 6: it is recommended that the phrase beginning with "-- and the IUS will be asked ..... study"; be deleted as totally unnecessary since the Secretary is a full member of the IUS staff.

- d) Paragraph 9: This point must be considered, and should be reformulated within the limits of point 10 under Aims of the MFB. The board and Executive Committee are already bound along these lines by the decision taken at Council in 1947, referring to "invitations to IUS activities". This decision will be found on page 33 of the minutes of Council 1947.

- e) Paragraph 11: the paragraph should be approved by the IUS Council rather than the Executive Committee. The programme should be integrated with the general plan of work for the Intellectual Cooperation Department.

- f) Paragraph 12: this point should be reformulated to mean the following "At each Clinical Congress, the secretary, in consultation with the Executive Committee will submit his suggestions for the work of the MFB. This formulation is more in accord with the fact that the bureau is an integral part of the Intellectual Co-operation Department and so its programmes and activities will be part of the programmes and activities of the IUS."

With these alterations, the Council can finalise the conclusions, which have marked a high spot in the activities of the IUS in the past 12 months

Due to lack of time, this Congress did not choose the first Chairman of the Medical Faculty Board. This was to be done as soon as possible after the Council had accepted the conclusion of the Clinical Congress, and

- 12x -

he was to be named by the Board for the period until the next Clinical Congress.

The temporary secretary, to hold office until the Board is finally constituted, is to be Mr. Wainfield, of the present Medical Faculty Bureau. The Board will then present the permanent secretary for the consideration of the IUS Executive Committee, in accordance with the decisions above.

ICD REPORT  
appendix IIProgramme for International Architectural Student Congress

In accordance with the Council decision of 1947 that there was to be held a congress of architectural students in 1948, the British Architectural Student Association was asked by the IUS to form a preparatory committee and given the responsibility of organising a congress in London. At a meeting between the heads of the AFB and the preparatory committee, all the decisions made both by the Council and the Executive Committee in regard to congresses sponsored by the IUS were readily accepted by the representatives of the Architectural Student Association. They also agreed to the necessity for the leadership of the AFB in the formulation of the congress program and in the congress itself.

Between January and May, both the preparatory committee and the AFB worked in close co-operation. However, the responses from the different countries, especially in America, was not as great as expected. In fact, it appeared that there would be only three representatives from the whole of the American continent. In addition, the only colonial representation would have been from the West Indies and East Africa. From May onwards, due to Mr. Campos non-return from Rome, it was not possible to fully work out the congress program, in particular the discussion-agendas. This meant that many countries were unwilling to commit themselves to participation. Therefore it was decided to postpone the congress till December in order that more preparations for the congress would be possible. It is hoped that the participation for the December Congress will be more than the 15 countries which have so far accepted.

This is to be a faculty congress and will stress the particular interests and problems of architectural students, although these themselves will be closely related to the work of the IUS. In the first part of the congress, there will be an opportunity to hear reports from leading architects and technicians on particular professional and technical matters. This will be given in most cases to show the students' own relation to them and also his participation in them. Related to this there will be visits to factories, research stations, and building sites. There will, in addition, be a program of visits to recently constructed buildings such as schools, workers' flats and housing, and other buildings of social and constructive interest.

There will be an opportunity for meeting young building-trade operators and apprentices for discussion on mutual problems and methods of co-operation. It is also hoped that these young building workers will be able to fully participate in the congress itself and in particular in the discussion program.

Leading international architects will be invited to attend or to send papers to the congress, for it is hoped that this congress will be made to occasion for a better understanding between students and the profession.

- 2 xx -

There will be one day on which it will be possible for delegates to visit one other English town in order that they can see examples of social, industrial, and technical life other than in London.

The second half of the congress will be the most important, for it will have the more far-reaching results. It will consist of the discussion and commission program in which the student will have the opportunity of relating the technical talks and visits to his own particular work as a future architect and member of society. It must also produce a common programme for the active participation of all architectural students within the IUS, a program that will have the support of progressive students in every country, a programme which on their behalf the AFB can positively and realistically carry through. It must be realistic that its proposals can be immediately put into operation.

ARCHITECTURAL STUDENTS MUST UNITE NATIONALLY AND INTERNATIONALLY FOR IMPROVEMENTS IN THEIR EDUCATION, PROFESSION, HOUSING, AND FOR THE OPPORTUNITY TO PARTICIPATE IN THE RECONSTRUCTION OF THEIR COUNTRIES AND THE REBUILDING FOR PEACE.

The Congress Discussion Agenda will be:

1. The Architectural Student and Society.
2. The Architectural Student and his Education.
3. The Architectural Student and his Organisations.

1. -----

A) What should be the position and status of the architect and student in society, and what should be the necessary qualification necessary for becoming an architectural student? What are the responsibilities of society to architect and student towards his education and maintenance?

B) How can a better understanding be brought about between architectural students and their profession, the building industry and its operatives, between the student and other youth? How, too, can a better understanding be obtained of the views of the people for whom the student will be designing?

C) How can the student assist in improving the living and housing conditions of his country, if these are unsatisfactory? What part can he play in assuring a building programme that answers the needs of the people and in particular his own needs as a student?

D) What part can and should the architectural student play in the reconstruction of his country? How can his work help to assure the lasting peace necessary to realise this reconstruction?

2. -----

A) What should be the aims of an architectural education? To what extent do present educational methods answer today's needs? What curricular reforms are necessary in order to assure this? How

can education be made available, in particular to those who at present have no architectural schools in their own countries?

- B) How is, and how should, education be directly related to actual building in progress and how can the student obtain full practical experience of it? How can education be related to technical advances and can the education itself contribute to these advances? To what extent should the training be related to the tasks that will face the student immediately on qualifying?
  - C) How can the training of the Architectural student be related and integrated with students of other arts and sciences, and with the training of building apprentices, in order that the isolation of the student can be avoided?
  - D) How can the student play a full part in his own education, and how can an increase in co-operative education be obtained? How can student organisations assist in curriculum reform and general educational improvements, in co-operation with their teachers and instructors?
3. Having clarified the status of architecture and its students in society, and having formed conclusions as to the correct and necessary education to produce active and responsible members of society, the methods by which these and other conclusions can be brought to reality through the students' organisations and the IUS must then be found.
- A) How best can the architectural students of any country be represented by national organisations, and how should they be related directly to both their National Union of Students and the IUS, and how can they be related to other youth organisations?
  - B) The method by which the AFB can be checked and staffed must be formulated. This can be based on the experience gained from the International Clinical Conference.
  - C) Suggestions for the future programme of the national organisations and the AFB must be formulated.

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The Congress should result in giving the AFB and through it all architectural students a programme which, when carried out, will result not only in all architectural students having equal opportunity of becoming architects, but of all youth having the opportunity of becoming architectural students.

It can help raise the standard of architectural education and assist the student to play a full part in society. It can also bring about a broad understanding between all students and the youth of the world. It can be a positive factor in the expression of the desire for peace.

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Two weeks before the Congress commences, an International Preparatory Committee will be set up in London. On it will be represented the Congress Preparatory Committee of the British Architectural Student Association, the Secretariat of the IUS, and representatives of those countries which are both affiliated to the IUS and which have national representation of their architectural students. This I.P.C. will prepare the final programme and agenda and conduct the preparation of all the delegations with those of the British Preparatory Committee.

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12

ADDITION TO THE APPENDIX: INTERNATIONAL ARCHITECTURAL STUDENT CONGRESS.Budget revised at 26th August 48.1) Delegates' Feesa ) Overseas Delegates" A "( Amount retained by  
Org. Committee. )

	<u>L</u>	<u>s</u>	<u>d</u>
1. Accomodation (11 nights B&B)	6	17	6
2. Guides' Expenses		2	6
3. Admin. fee	1	10	-
4. Tpt for visits ( as necessary, balance to (6)	1	5	-

TOTAL	9	15	-
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" B "( Amount returned to  
delegates on arr. )

5. Addit. living expenses (meals, etc)	4	2	6
6. Pocket Expenses	5	-	-

TOTAL	9	2	6
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GRAND TOTAL (per delegate)	18	17	6
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b) British DelegatesAs for Overseas Delegates, tho' less items 1 & 4 if own  
arrangements are made for accomodation.2. Observers' Fees.

Registrstion Fee

( for Overseas Observers add 1, 4, 6 above )

7 6



3. Organising Committee's Budget as for 75 delegates

	Income			Expenditure		
	L	s	d	L	s	d
Donations	95	-	-			
From "A" Delegates Fees	731	5	6			
Admin. postage, telephone etc				50	-	-
Stationery and printing				50	-	-
Org. Comitee expenses				50	-	-
Exhibition expenses				25	-	-
Speakers' expenses				15	-	-
Accomodation ( B&B at Royal )				520	2	6
Visits				10	-	-
Transport				93	15	-
	826	5	-	823	17	6
Balance				2	7	6
	826	5	-	826	5	-

Statement of account to date: August 26th, 1948.

INCOME:				EXPENDITURE:			
	L	s	d		L	s	d
Donations from RIBA	50	-	-	Deposit on hotel acc.			
" ABT	20	-	-	( Parkway )	65	5	-
" Arch S.A.				" " "			
( Nat. )	25	-	-	( Royal )	10	-	-
" Arch. S.A.				Deposit on transport	24	5	7
( Nott. )	3	3	-	TW's fare to Prague			
Loan from IUS	150	-	-	(we expect this back)	8	11	-
				Bank charges		4	-
				Org. Com. expenses	26	15	7
	248	3	-		135	10	7
	135	10	7				
Balance in hand	112	12	5				

RECOMMENDATIONS OF THE BSFA C COMMISSION TO THE IUS COUNCIL 13

The first and the greatest need of students in colonial and dependent countries is the attainment of full democracy and national independence. It is the task of the IUS to mobilise the support of the democratic students of the world for the students fighting against colonialism and to assist actively this attainment of independence in all possible ways.

Having heard the report of the BSFA C, the Commission approves of the work of the Bureau during the past year, and proposes that in the coming period the bureau works along the following lines:

1. It must intensify the support of the IUS, for the students of colonial and dependent countries in their struggle for complete national independence real democracy and lasting peace.
2. It must actively aid the fight of the colonial students for a democratic education and for the improvement of their economic and material conditions.
3. The Commission recommends to the Council to instruct the IUS Executive Committee and the Secretariat to organise consistent support to the students fighting against colonialism by launching special international campaigns in support of these students, especially for the students of Vietnam, Indonesia and China, and to strike to secure the maximum support of the students of metropolitan countries, who bear a special responsibility to work on behalf of their fellow students in the colonial and dependent countries. To this effect, the Commission recommends to the IUS Council:
  - a) To popularise fully the projects of ambulances to Indonesia and reconstruction brigades to Vietnam, to set up joint students and youth committees, to recruit students for these projects and to raise the necessary finance for their representatives. It asks the IUS to secure the fullest co-operation of WFDY and WFTU, and the WFDW in the fulfillment of these projects.
  - b) To popularise the report of the SEA Conference, Carmel Brickman's tour and the report of the Commission to the Middle East and North Africa through the organs of the IUS.

TO THIS END:

- 1) To organise special visits of Carmel Brickman in different countries, especially in Great Britain and France, to report on students struggles and conditions in Asia.
- 2) To send out colonial representatives as well as members of the IUS Executive Committee and Secretariat, during the International Students Week and national congresses of students organisations.
- 3) To get members of the Commission to the Middle East and North Africa to address students meetings wherever possible and whenever possible.

- 2 -

PUBLICITY FOR THE STRUGGLE AND DEMANDS OF STUDENTS FIGHTING AGAINST COLONIALISM

1. The BSFAC should organise still greater and well documented publicity of the struggle and demands of the students fighting against colonialism in full co-operation with the PID of the IUS. This should be achieved through the regular issue of the bulletin of the BSFAC, as well as through the special bulletin for students journals and wall newspapers. The BSFAC must attempt to present a comparative picture of the conditions of colonial students with those of students of metropolitan countries.
2. The BSFAC must help the PID to put out immediately the renewed edition of the pamphlet on the students fight for national independence, printed during the South East Asian conference.
3. The BSFAC must help the PID to organise TRAVELLING EXHIBITIONS to popularise the struggle and demands of students fighting against colonialism.
4. The BSFAC must supply all IUS departments with detailed information about the needs and problems of students in colonial and dependent countries.

FOR ALL THESE, THE BSFAC MUST DEVELOP A BETTER AND EFFICIENT DOCUMENTATION SERVICE IN THE IUS.

For the democratisation of education and improvement of students conditions.

1. The BSFAC together with the ICD must give full support to students in their struggle for a democratic education, in the colonial and dependent countries.
2. It must support the fight of these students for the real improvement of their conditions and secure the rights and possibilities of education for all young people by supporting their first demands and obtaining scholarships for them both in their own countries and abroad, especially in engineering, medical and technical subjects. It must work for the full realisation of the Charter of Students and Youth, adopted at the SEA Conference.
3. Together with the ICD, the IUS should work for the recognition of foreign degrees to enable students to study abroad. Democratisation of education is essential for students of both metropolitan and colonial countries. In explaining conditions which it is required to improve, the campaign should quote information from other countries concerned. This linking of campaigns would have the following effects
  - a) It would inform students in the metropolitan countries of the seriousness of conditions of their fellow students in colonial countries and reinforce their support for these students in their struggle for national independence which is the only pre-requisite for a free and democratic education.
  - b) It would reinforce the work of students in colonial countries by the presentation of a direct comparison of their situation with that of the metropolitan countries.

- 3 -

c) Together with the RAD, BSFAC should organise material relief to students. It should help the student organisations in colonial countries to develop self-help activity, especially by assisting them to organise self-help projects, such as co-operatives, hostels, cheap stores and rest centres.

#### FOR UNITY BETWEEN STUDENTS AND YOUTH

The BSFAC must do all it can do to promote close collaboration between students and other sections of youth, especially the working youth in support of their just demands, and encourage student organisations to help in building all-round youth movements. For this, it is necessary that the BSFAC works in fullest co-operation with the member organisations of WFDY and with the bureau of Youth Fighting against Colonialism of the WFDY.

The BSFAC must encourage and support joint student and youth activities in colonial countries. It must provide full information to its member organisations of the work, activities, and the historical growth of the youth movements in different countries, and particularly those countries where there are either only youth organisations, such as in Malaya, or only the student organisation, such as in India.

#### HELP TO STUDENT ORGANISATIONS IN COLONIAL COUNTRIES

1. The BSFAC must help young and undeveloped student movements, such as in Siam, in all possible ways, by supplying them with full information on the experiences of students and youth in other countries, as well as their activities.
2. By securing their active participation in the work of the IUS and especially in such activities as the Students Needs Conference, International Students Day, Relief Campaign, and the International Students Festival, through which they can help develop their work amongst their own students.
3. By assisting them with relief, self-help and especially assistance activities, such as has been mentioned above.

#### Suggestions and proposals to National Unions of Students in metropolitan countries.

The Commission recommends to the Council to urge upon the students in metropolitan countries to strengthen their efforts in supporting the students fighting against colonialism.

1. To set up Colonial Commissions in the NUSs, such as those established in England and France. These Colonial Commissions should work in the fullest co-operation with the student groups or organisations of colonial students and help them in tackling their problems for the betterment of their conditions.
2. These Commissions should make full use of the material circulated by the IUS, PID and BSFAC, to popularise the struggles and conditions of students in colonial countries in order to mobilise their active support, both material and moral, of these countries.

ORGANISATION OF THE BSFAC

For all the above tasks it is necessary for the IUS to get more representatives from colonial countries and especially from regions like the Middle East, North and West Africa.

The BSFAC must also include representatives from metropolitan countries.

It must establish contact with countries where the work of the IUS is not developed, especially with the students of Malaga scar, and other countries in Greater Africa.

Members of the BSFAC must make a close study of students conditions and problems in all the countries, colonial and dependent.

Every member of the BSFAC must be attached to at least one of the departments of the IUS.

The Commission recommends to the Council to instruct the IUS Executive and Secretariat to prepare for the celebration of 21st February, day of solidarity with the youth fighting against colonialism and mobilise all the member organisations of the IUS to work for its success. It also asks the Council to call upon the students of colonial and dependent countries to reinforce their unity against the disruptive elements which are trying to set up rival organisations against the IUS and WFDY, and to participate even more actively in the work of the IUS. It asks the BSFAC to prepare for the active participation of students of all colonial and dependent countries in the International Students Festival, the Students Needs Conference, and the International Students Week and bring more and more students from these countries into the ranks of the IUS for our common struggles for freedom, independence and a lasting peace.

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REPORT OF THE ECONOMIC, SOCIAL AND HEALTH DEPARTMENTSTUDENTS FIGHT FOR SOCIAL WELFARE

In this meeting, we must do more than mechanically present the reports of the Economic, Social and Health and of the Relief and Assistance Departments, and carry on discussions of their work. We must use this opportunity to analyse - firstly, the role of the IUS in the efforts of students all over the world to improve their living conditions, and, secondly, to organise better our work in this field of activity so that we are able to fulfill the tasks with which our organisation is faced.

This is necessary especially now when in many countries the economic and health situation of students is far from satisfactory, while in some parts of the world it is daily becoming worse.

Inflation hits particularly the students, whose scholarships and grants do not keep pace with the rapidly rising prices. By May 1948, according to Farrago, prices in Australia had risen by 75% since 1939, yet the State government subsidy to the Melbourne University was raised only by 12.5%.

In England, all students found themselves faced with rising fees, higher rents, and increased living costs.

Reports received by the National Union of Students has shown increases of fees and living costs in 25 British universities and colleges by 20 and even 30%.

In France, also, the students, led by the National Union of Students, are fighting against the effects of inflation, against the insufficiency of scholarships, which do not cover the cost of maintenance of a student. An ex-service man, married or with one or more children in his charge receives, if he has not any other income, 8,000 francs monthly and he is exempted of tuition fees. But, according to a budget calculated in March 1948 by the "Bureau Universitaire de Statistique", a student needs 9,900 francs monthly, including boarding in a student restaurant.

War or war preparations affect most student welfare. They deteriorate not only living conditions of students, who now have to fight together with their people for their national independence, but in countries that are imposing war or are preparing for it, military expenses decrease educational grants and at the same time produce inflation.

In Kuomintang China, the average monthly expenditure of a single division of the army is equal to the expenses of seven universities, and last February tuition fees were raised to 8 - 9 million Chinese dollars, while a professor's salary remained at only 4 million.

In Italy, the budget for war is a hundred times greater than expenditure for higher education, and the police expenses are equal to the budget for the whole education.

At the same time, besides quite insufficient scholarships for ex-servicemen, there are not state scholarships for the other students.

In the United States, according to official information, from a budget of 40 billion dollars, only 0.5% is for education and 30% is used directly for war. And in a report on "The Militarization of America" prepared by Albert Einstein and other prominent U.S. citizens is stated that the real expenses for war preparation cover 62% of the whole budget.

At the same time, the cost of tuition has risen by 50%. In many universities, as in Boston University, Tufts, and John Hopkins, in the faculties of medicine the annual tuition fees went up from 500 dollars to 750 dollars. Since the veterans receive only about 500 dollars, no expansion was made concerning the housing facilities, ex-servicemen students are facing tremendous difficulties. They are not able to pay the exorbitant cost of a private room which is from 40 to 60 dollars monthly.

In some countries where the contribution of the State for education was augmented after the war by scholarships and grants for ex-servicemen, this temporary advantage is in danger of being discontinued after ex-servicemen finish their studies.

Under these circumstances, maintenance expenses, lack of facilities such as hostels, canteens, etc., expensive text books, and increase of tuition fees force thousands of students to stop their studies. In colonial countries, owing to feudal conditions and imperialist exploitation, about 30% of all students will be forced to abandon their studies. Schools are maintained by students' fees and are small in number. There are very few scholarships, if any exist at all. There is a tremendous lack of facilities, books, study material. All protest movements against this situation are severely repressed.



In Burma, out of the 17,000,000 population, there are only 2,000 students, and though 85% of the Burmese population are peasants, there are no students of peasant origin studying at the Rangoon University. The monthly expenses of a student overpass the salary of an average officer, not to speak of the wages of a worker.

A few figures, included in the report of the W.F.D.Y. Commission to North Africa and in the Algerian report for the Working Youth Conference, can give a picture about the situation in Algeria. At the University of Algiers, the only university in the whole of North Africa, there are 5,000 students. 105 alone are from Algerian origin, and among these 105, only 6 receive government scholarships. In Algeria, there are 90% illiterate. Paper, made of the grass "Alfa", exported by Algeria, is imported from England, and four among the important commercial firms increased their capital lately by 367,700,000 francs.

Hundreds of students are in jail in Spain, Greece, and China, suffering from tuberculosis and other illnesses, deprived of food and medicine.

Among the 10,000 young Spanish people in France who are capable of studying, only 300 managed, after overcoming considerable economic difficulties, to go to a university.

And these are only a few examples.

#### Activities of member organisations

The immediate effect of this situation has been an increase of student efforts to defend their rights and to improve their material and economic conditions, poor medical facilities, and the increasing tuition fees. Many times important improvements were obtained.

In some countries, successes have been achieved by self-help methods, involving large numbers of students, while in colonial countries student protests against shocking conditions have involved them in physical fighting.

So in Kuomintang China, the North Student Federation of China organised last March a huge self-aid movement. Despite severe repression by the police, 70% of Chinese students took part in it. In Nanking alone, 3,500 students were directly helped.

Protest strikes against war and its effect - hunger, inflation, and prohibitive tuition fees - spread all over the country.

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PUBLICITY FOR I. U. S.

(REPORT BY THE N.U.S. OF ENGLAND, WALES AND NORTHERN IRELAND)

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There are three aspects to the problem of publicity for IUS :

1. The problem of putting IUS policy into effect, and of linking each policy with a programme of practical activities.
2. The extent to which National Unions do, or do not, carry out IUS policy and support IUS campaigns;
3. Technical problems connected with the working of the Press and Information Department.

This report tries to deal with all three aspects; it is concerned with the tactical application of IUS policies, and not with the policies themselves.

I. U. S. POLICY

The question of publicity for IUS policies is bound up with another question, viz., "How is the IUS to function as an international organisation?" For on this point we are discussing the relationship between IUS, on the one hand, and member organisations on the other, and the relation of IUS to the individual student in each country. The strength and success of IUS depends on how much individual students know about it and are interested in its work. If individual students feel that they have a personal stake in IUS, it will be impossible, for example, for National Unions to have periodic discussions on whether to affiliate or disaffiliate on the grounds of some action of the Secretariat, or on one aspect of IUS policy.

It is the activity of an organisation, however, that interests students in it. That is the point we must realise. To put this in other terms - the main task that the IUS has to face is how to devise campaigns which will express in action the policies otherwise merely formulated in resolutions. The best way to arouse the interest of students in IUS is for IUS to carry out activities and campaigns that arouse interest in the basic policies which they express. It is very important for an organisation like the IUS, or the NUS, with limited financial resources, that activities and campaigns be worked out so that they catch the imagination of students and arouse their enthusiasm. Then the problem of publicity becomes (1) a technical one of letting students know about these activities - which can be solved in a relatively inexpensive manner; and (2) one of educational activity to strengthen the content of these activities.

The choice and planning of activities decides how widely the campaigns of IUS will be known, how many students will be drawn into them, and the extent to which its resolutions will be discussed and acted upon. Posing in this way, the problem of publicity for IUS becomes not one for the PID, but one of organisations. And the task of the PID

- 2 -

becomes one of supplying the nation's organisations and the world press with facts, information, and material about the activities of IUS.

#### ACTIVITIES OF NATIONAL UNIONS

As a second general problem we have to consider what each member organisation is doing to publicise the activities of IUS. In this connection the NUS of England, Wales and Northern Ireland has examined its work and taken steps to improve it.

We must admit frankly that there have been shortcomings in our work during the past two years in regard to IUS. On such questions as the democratisation of the university we have developed most work among the students around the question of expansion of higher education, the provision of more grants for students, and improvement in the scale of grants and of the material conditions of students. But while the Executive of the NUS has been conscious that this IUS policy and part of an IUS campaign, it has not been brought home to the students.

We have developed considerable work on travel and exchange of students. 800 students from other countries have taken part in our farm camps. Many students from France, Switzerland, Holland etc., took part in our Olympic Games scheme; and more than 500 British students participated in work brigades on the Continent. IUS has been associated with these activities in our publicity.

But on the Spanish and Greek campaigns, the NUS has not succeeded in drawing large numbers of students into active participation. Letters and protests have been sent, the matters have been discussed by NUS Council, reports have appeared in our press, but no campaign has been developed in the colleges.

After reviewing its work, NUS decided to re-organise and enlarge its International Committee. Each member of the Committee will be responsible for studying a certain area, receiving material about it and proposing any activity needed. The committee will have the task of getting IUS policies presented to constituent unions, so that there will be more discussion of IUS policies throughout the student movement. One member of our Executive Committee has been appointed to take charge of IUS work inside our country, to see that students are informed about IUS policy, to get these policies discussed, to see that our own activities are continually presented with an international perspective, and to develop activity in connection with International Student Day.

NUS has further decided that in addition to the international and IUS news printed in its newspaper and magazine, it will issue two monthly bulletins. One, to be prepared by the International Committee from material received from IUS, will be distributed to our member unions; and the other will be issued to IUS and national organisations and contain information on the activities of NUS. NUS has also decided that the 1948-49 edition of its Yearbook shall contain the Constitution of IUS as well as of NUS.

NUS has had to face up to this publicity problem; and it is a long way from solving the problem of getting news of its own activities to the individual students. These are the main reasons for this:

1. The limited funds of the IUS restrict the publicity efforts to those that pay for themselves.
2. In Britain there is no established national student or youth press with mass circulation among students and young people
3. There is an acute shortage of newsprint that limits circulation and editorial space.

We are not alone in facing such difficulties, and these must be taken into consideration in this problem of IUS publicity.

#### NUS EXPERIENCE

NUS uses every avenue of publicity open to it. The most important of these is the national press. What we get in the way of publicity is not always to our liking, but it does get students talking. Unfortunately for us, however, IUS is not good publicity material in the British press. It is much more likely to feature an attack upon the IUS, or an irresponsible accusation of Communist domination, than to report any pro-IUS statement or any IUS activity. In the case of our Council in July, the press gave much more space to criticisms of the IUS than to the positive affirmation of support for IUS made by the NUS, or to the appeal to American students to join the IUS.

In essence, NUS depends for publicity on getting students talking about its activities. If the students talk a lot, the activities are successful, its policies are more readily discussed. For that reason, we try to see that every policy we adopt has a programme of activity related to it. The same criticism must apply to IUS.

IUS must aim at getting the students talking about its activities. Good and useful publicity of this kind, that would arouse real interest in IUS, could be obtained if it could undertake some educational project for UNESCO, something that would be practical, have the appeal of action, and sell itself.

#### TASKS OF IUS PUBLICITY

In the light of these general considerations, we can say the following about the publicity for the IUS:

1. It has the following tasks:

- a) to educate students in international problems.
- b) to stir them into action on these problems.
- c) to co-ordinate their activities.

2. It should provide factual information on the following subjects:

- a) specifically IUS activities, such as conferences, commissions, the work of bureaux etc.
- b) IUS policies and campaigns, such as relief.
- c) IUS relations with international organisations, such as UNESCO.
- d) activities by national unions in support of IUS campaigns, activities, and policies.
- e) general activities of national unions and students.

3. It should ~~aim at four levels:~~ Approved For Release 2001/11/21 : CIA-RDP80-00926A000900010002-1

- a) national organisations.
- b) other international organisations.
- c) individual students in each country.
- d) the general public in each country.

#### PROBLEMS OF THE PID

From our experience of dealing with the IUS, and from approaching students on our own NUS matters, we conclude that IUS must appreciate the tactical situation in each country, and be continually aware of the kind of students and organisations it is approaching. This is important in the preparation of material by the PID. The Secretariat would not think of sending the same kind of a letter to UFESCO as to the WFDY. In the same way, publicity material that is acceptable to the All-Indian Student Federation may not be suitable for the NUS.

There are three general points to be made about the output of the PID:

1. Selection - the material that is sent out must be more balanced, so that it does not cover just one kind of activity or one set of problems. There must be careful consideration and selection of the campaigns which it is decided to put forward in the course of the year.

2. Presentation - there must be a realisation that what is needed to educate students about the world problems are not descriptive labels, political shorthand, or emotional and passionate comment, but plain factual descriptions, above all, facts and opinions.

In presenting problems, IUS should not present a basic analysis of events, but limit itself to the issues. Lastly, whether the material is in English, French, Russian or Spanish, let it be good English, good French, good Russian and good Spanish. Bad translations should not be tolerated not the jargon of any political philosophy.

3. Quantity - along with an improvement of quality, there should be a reduction in the length and quantity of the material sent to national organisations. There was much indifferent material, for example, sent out in connection with the Spanish and Greek appeals.

But the real problems for IUS, and we underline this, is how to say the maximum amount to the greatest number of students with the least number of intermediaries. Is the solution, however, the re-issue of the World Student News? From the point of view of NUS, World Student News presents a difficult problem of circulation. Circulation is the biggest problem we have to face with our own periodicals. At the moment, our target is 10 % coverage of our membership. We could not attempt a similar target, in addition, for World Student News. On the other hand, we feel that a wall newspaper, of 40 x 60 inches, could be as effective in carrying IUS news to students. The problem of circulation would be reduced to one of sending a copy to each college union, while coverage would be nearly 100%.

The PID has been only of limited usefulness in Britain. Its work needs improvement, and we have many technical criticisms to make about the selection of items, phraseology, length, and presentation. In our opinion, the PID should drop its attempt to supply student editors direct and concentrate on building up an international student information service that would supply

both national unions and the professional news agencies, like Reuters, Association Press, Elepress, Tass, etc. In turn, national unions should concern themselves to distribute this material to student editors, the national press, and to their students. By developing efficient distribution of news items, articles, and photographs (in matrix form) the PID could provide an information service of great use to national unions and their press and help them to increase publicity for IUS.

But in the end, publicity for IUS depends on the publicity that each national union gets for its own activities and to the extent that these activities are integrated with the policy of IUS, are undertaken to carry out decisions of IUS, and are carried on in support of IUS.

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Contribution of the ASSOCIATION OF INTERNES AND MEDICAL STUDENTS to the  
Executive Committee Report

by Bernard Lown

Mr. Chairman, Fellow Delegates:

Our delegation here represents the Association of Internes and Medical Students of the U.S.A., which is the only organization of medical students in our country. Since our organization's inception in 1934, we have consistently fought for the promotion of international understanding. We participated in the founding of the IUS and contributed to its extension and growth. Two years ago at the Founding Congress of the IUS, it became apparent that the development of effective ties between American students and the world student community necessitated a national student movement in America. We, therefore, lent our resources and organizational backing without stint to the formation of the National Student Association.

Now we wish to make some comments on the Executive Committee report and stress the aspects of special concern to American students.

First, we desire to express our appreciation and endorsement of the Executive Committee report. It has selected from the complexity of issues the most cogent problems which affect students -- the problems of peace, the extension and democratization of education, and the exigency for student unity. It has developed its case with a world-wide perspective founded on extensive documentation. This, together with the critical and self-critical appraisal of its work, reflects a growing maturity and the deepening roots that the IUS is developing in the student world.

We are in full accord with the emphasis the Executive Committee report placed upon the preservation of peace. A growing awareness exists among American students that the threat of war is increasing in the world today. They know that they cannot realize their legitimate aspirations as students as long as this threat continues. As students, they experience this directly through the ever-greater diversion of funds from education to military purposes.

Despite their opposition to war, large segments of American students do not know the sources from which emanate the incitations to war. This lack of cognition immobilizes them from effective struggle. The IUS has a great responsibility in bringing the facts and developing specific activities in co-operation with American student organizations so as to unite them against war-mongering and the fomenters of war in our country and elsewhere. It is precisely because the IUS can play such a significant role that tremendous influences from reactionary circles have been brought to bear on American students to isolate them from the IUS.

Indivisible from the problem of peace itself is the suppression of millions of people throughout the colonial world. Its consequent effect upon the lives of students is thoroughly documented both in the Executive Committee and the South East Asia reports. Two years ago, at the Founding Congress of the IUS, the 25 American delegates representing every important segment of student life signified their deep concern for the colonial students. They supported the formation of a colonial bureau empowered to help these students to improve, extend, and democratize their education. During the



- 2 -

last year we received little information from this department. We engaged in no activities, with the exception of sporadic and spontaneous demonstrations of American students of American students against the plight of Puerto Rican people and the civil strife and suppression of student rights in China. These poorly organized and minimal campaigns reflect, firstly, our failure to grasp the gravity of the situation and the degree of deprivation of basic rights, -- secondly, it indicates in general the poor co-ordination of our activities with those of the IUS.

In view of the sensitive and controversial attitudes existing among students in regard to the Marshall Plan, and since several of the member delegations have taken exception to the manner in which this was represented in the Executive Committee report, we offer the following principles and suggestions:

We affirm the right and duty of the IUS to deal with all issues that measurably affect the lives of students. When a new situation arises, however, policy cannot base itself solely on the recommendations of the governing bodies. The experiences and attitudes of democratic members interchanged and developed into broad activities are the prerequisites for the acceptance of new formulations. We confirm the right of all members to have the IUS distribute their considered opinion based on the experiences of students in their country. Since the IUS has indicated the Marshall Plan to be a legitimate subject for discussion, we urge the establishment of a representative commission to investigate the effects of this plan on the lives of students in Western Europe. Such a commission will focus sharply on the assets and shortcomings of this plan and make our ultimate decisions not a basis of division, but a basis of unity.

We should like to refer now to the problems of democratization of education in the United States. Great gains were made in higher education. These were achieved by popular pressure and the progressive educational policies of President Roosevelt. The war against fascism stirred strong democratic currents in our country, enabling the passage of legislation of a veterans' Bill of Rights. This Bill provided money for tuition and for subsistence for veterans who wished to further their education. One million are at present availing themselves of this opportunity. It represents a change in the complexion of our university population and a marked democratization. For the first time large sections of students were derived from the working sectors of our population. Great numbers of the economically down-trodden minorities were able to enter universities for the first time.

The above discussed gains are now, however, being rapidly whittled away. University education has again become an unobtainable luxury for many. The factors responsible are legion. Foremost are the increasing financial barriers. The inflationary spiral with the consequent rising cost of living effecting principally food and rents makes the allotments of 75 dollars for single men and 105 dollars for married people per month inadequate for subsistence. Coupled with this, the rising cost of tuition has created dire conditions for many students. As examples -- tuition has risen at Harvard from 400 to 500 dollars, at Massachusetts Institute of Technology from 600 to 750 dollars, Boston University School of Medicine from 500 to 700 dollars per year.

The Executive Committee report quoting Gen. Bradley's statement that

- 3 -

300,000 veterans were forced to leave school is in all likelihood a conservative estimate, since it was made a year ago during which time there have been significant increases in the cost of living. The most important factor that militates against the continued democratization of education is that the G.I. benefits only pertain to veterans, and as such will soon expire. No legislation has as yet been brought forth to continue the subsidization of education. American students led by the veterans are reacting strongly to the threat against their education. Last year a nation-wide campaign developed, known as "Operations Subsistence", which directed extensive pressures toward Congress to increase living allowances.

The Executive Committee report gives but a partial picture of the havoc wrought by discrimination in our country. The Association of Internes and Medical Students has been in the forefront of an unflinching and difficult battle against economic and social ostracism of large minority groups in our population. From the very beginning of the Negro's education, large obstacles block his advance. His elementary schools are dilapidated, overcrowded, ill-equipped with few teachers and a scarcity of books. The state of Louisiana, one of the 17 Southern states where 10 million of the 13 million American Negroes reside, spends 110 dollars per year for the education of every white child compared to 30 dollars per year for the colored child. Throughout the South, Negro teachers receive 50% of the wages of their white colleagues. In Atlanta, capital of the state of Georgia, 120 of the 155 Negro teachers in elementary schools have to teach "double sessions". None of the 612 white teachers in this same community have to do this. As a result of these double sessions, the Negro child is taught 3½ hours a day or less, with a resulting loss of 2½ years during the first six years of schooling. The higher the Negro mounts up the educational ladder, the more deplorable is the situation. In the South, the Negro student is allocated 1/5 the money that is given to the whites. The results are evident in the absence of a sufficient number of Negro professional people in the United States. The following figures about the South speak for themselves:

There is 1 white doctor for every 843 white people  
 " " 1 colored doctor " 4,409 colored people

(In the state of Mississippi the conditions are even more stark with 1 Negro physician for every 18,527 Negro people).

There is 1 white dentist to 2,995 white people  
 while only 1 colored dentist to 12,101 colored people

The ratio of white lawyers to white people is 1 : 702;  
 while the ratio of colored is 1 : 28,997.

There is 1 white engineer for every 644 white people;  
 while there is only 1 colored for every 130,700!

The Negro's opportunities in a profession such as medicine are minimal. In the city of Philadelphia where a large number of Negro people reside, the five medical schools have in the last 27 years graduated only 18 Negroes. In Cornell University School of Medicine, from 1920 to 1942 no Negroes were enrolled. Of the total medical student population in the United States, 2.6% are Negroes. Only 20 were admitted in the 75 white

- 4 -

medical schools, representing 0.34% of the total admissions. This constitutes 1/30 of what admissions should have been were they based on population averages. Having entered medical school, the Negro student is just at the beginning of his difficulties. His lower economic status makes the cost of his medical education a fearful burden. In Howard University, one of the two Negro medical schools, 88% of the students have to engage in part time work. Even after completing medical education, he is faced with many insoluble problems and indignities.

The results of these policies are evident in the fact that the Negro's life expectancy is from 10 to 12 years less than that of the white person. Negro mortality is from 30% to 40% higher than that of the white. The effects of intolerance are, however, not limited to the Negro. The prevalence of disease increases the hazards to all people. Germs do not observe a color line.

The above facts are not selected, but are chosen at random from the many publications issued by the N.A.A.C.P., the Southern Conference on Human Welfare, President Truman's Committee on Higher Education, etc. It must be emphasized that discrimination is not limited to the Negro, nor is it delineated by the Mason-Dixon Line. It affects many other minorities and is present in all parts of our country. All major student organizations have in principle rejected discrimination. The N.S.A. has also taken a democratic stand on this problem. It should be commended for the election of a Negro as president, but it is clear that this alone is not a solution. To date, it has not taken a firm unvacillating stand on segregation and had not developed major activity in the fight for full equality in education.

The conditions under which the Negroes live and Negro students have to pursue their education closely approximate those of colonial countries. We believe the Colonial Bureau of the IUS has much to teach our students, and must give its attention especially to the problems of the Negroes in the Southern part of the United States.

The third point of importance in the Executive Committee report was the need for achieving student unity as a prerequisite in fulfilling the many tasks that lie before us. We think that the first International Clinical Congress held under the auspices of the IUS with the co-operation of the British Medical Students Association is a good example of a unifying activity. In the United States, this was the basis for the first real wide and favorable publicity for the IUS. Hundreds of letters were received in application for attendance at this Congress from all parts of the United States. Although we initially were granted 15 representatives, we had to raise this number to 32 in order to give partial satisfaction to the great demand.

At this Congress, students from 26 countries were present drawing into activity students from countries not as yet affiliated to the IUS. In the brief time of the Congress, a great deal of clinical material was digested. The discussions held among members of this faculty created unity around a program of peace. The creation of a Medical Faculty Bureau within the framework of the IUS was agreed upon and mass student activities were undertaken. We shall discuss the International Clinical Congress more

- 5 -

fully and present certain criticisms at the proper faculty commissions.

We cannot end this report without dealing briefly with N.S.A. in America. As we have already pointed out, the A.I.M.S. has worked strenuously for the creation of the N.S.A., and since its formation, has followed its activities with interest. We are distressed by the continual failure of the N.S.A. to arrive at full affiliation with the IUS. We feel that the cause of international student co-operation has been dealt a blow by the non-participation of a great part of American students. This isolation is in itself hindering the development of the American student movement toward the achievement of those goals held in common with the students of the world. In large measure this situation resulted from a hasty and ill-considered action of the former American vice-president of the IUS, Bill Ellis. In resigning his position, he urged the American member organizations to withdraw from what he termed an undemocratic communist-dominated organization whose prime activity was the dissemination of a foreign ideology. This can hardly be considered as a friendly rebuke of the IUS Secretariat only. This disruptive attack resulted not only in confusing the membership of the National Students Association about the nature of the IUS, but also in creating a serious division in the ranks of the American student movement. To combat these effects, the A.I.M.S. was instrumental in concert with other student groups in forming the Committee for International Student Co-operation. This organization is arousing renewed student sympathy for American participation in the IUS. We are confident that in the near future the N.S.A. and the entire American student body will take their rightful places in the representative student organization of the world, the International Union of Students.

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## CONTRIBUTION TO THE EXECUTIVE COMMITTEE REPORT BY THE AYD

REPORT OF THE AMERICAN YOUTH FOR DEMOCRACY PRESENTED BY MR. WHITE

Mr. Chairman, Fellow Delegates, and Friends:

As the delegate of the Intercollegiate Division of American Youth for Democracy, I would like to congratulate the President and the Executive Committee on their excellent report to our Council meeting. We are able to give it our heartiest endoresment, because it expresses the needs and aspirations of the democratic students of the world for peace, democratization of education, and a secure and happy future. Thus it can be a major help to us in our efforts to obtain improvements of the conditions of student life in our country.

In this report, the Executive Committee has dealt with the severe attacks on my organization - the Intercollegiate Division of American Youth for Democracy. We think it correct to have these problems brought to the attention of the world student movement because they reflect the difficulties facing all students today in the U.S. and because we welcome and need the support of the international student movement. We remind the Council that the increasingly severe attacks against the AYD are part and parcel of a broader drive against all students, against their fundamental aspirations, needs, and political rights.

The attacks against AYD have taken place on campuses throughout the country, and have ranged from outright suppression to more subtle forms of intimidation and pressure on its leaders and members. We have been charged with being subversive and un-American, but the real basis for these attacks is the fact that AYD has been most actively organizing student campaigns on discrimination in education, rising tuition fees, the militarization of the campus, and in support of the fight for independence and freedom in China, Greece, Spain, Viet Nam, Israel, and Indonesia.

The repression against our organization has been in fundamental opposition to the whole democratic tradition of our country and a basic violation of the rights guaranteed to us by our Constitution.

The two most striking examples of outright suppression are at Queens College in New York and Michigan State and other colleges in Michigan and other colleges in Michigan. Both are characterized by the use of powerful outside political pressure to strip the colleges of academic freedom and by the active resistance of the student body and many faculty members to this pressure.

Because of such actions as issuing a leaflet calling for the establishment of a Fair Employment Practices Committee Act that would end discrimination in employment against Negroes and other minorities, in the State of Michigan the AYD was banned, with the active intervention of Governor Kim Sigler and other State politicians. This act led to attacks on all progressive organizations and the passage of a law outlawing groups "subsidized by a foreign government or serving directly or indirectly the purposes, aims, or objects of a foreign power or powers."



- 2 -

This bill has since been declared unconstitutional by the State Attorney General because of the pressure of the democratic forces of that State.

Another striking example is the story of Queens College, a municipally supported institution in New York City, the most progressive city in the United States. Local politicians, the press, the American Legion, and reactionary Catholic leaders - all pressured the Student Council and faculty to ban the AYD, on the grounds that it was a so-called "Communist Front organization". As a result of the outside pressure, including a direct threat to cancel college appropriations, the faculty voted 55 to 2 to uphold the action of the Student Council in banning the AYD. When the Dean of the College refused to make public the names of the professors who had voted in the negative, his resignation was demanded by certain members of City Council.

The election campaign for the new student council was fought out around one issue - the right of AYD and all student groups to organize on Queens campus. 27 of the 28 new council members were elected on pledge to rescind the ban on AYD. Despite this, further intimidation prevented the carrying out of the expressed will of the student body and AYD is still banned at Queens.

At my university, Harvard, the administration recognized AYD. Yet when we sought to publish a student quarterly, a right accorded to all other chartered organizations, we were forbidden to do so on the grounds of "outside control".

And thus, everywhere throughout the country, AYD students are pressured with threats of expulsion, loss of stipendiums, and future employment opportunities.

These attacks on AYD prepared the way for a wide-spread general attack against student academic freedom and the rights of the entire academic community.

A chapter of the American Veterans' Committee has been banned at George Washington University, and Young Progressive Citizens of America clubs elsewhere. Leading educators and scientists who engage in civic and political activity are persecuted by the House Un-American Committee. The report of the Executive Committee has already mentioned Dr. Harlow Shapley, leading scientist and astronomer at Harvard and U.S. scientific delegate to UNESCO. The economist Dr. Paul Sweezy is dismissed from Harvard for the Marxist orientation of his teaching. Professor Lyman Bradley of New York University is dismissed because of his sympathies with Spanish Republicans and his work on the Joint Anti-Fascist Refugee Committee. Several professors have been fired because they openly supported the candidacy of Henry A. Wallace. Howard Fast, the American historical novelist, is denied the right to speak at 4 out of 5 New York City colleges. Henry Wallace himself is banned from speaking to students on college campuses. Books are banned from secondary schools, including "Citizen Tom Paine" and "Gentlemen's Agreement". Campaigns are conducted against liberal economics and sociology text-books such as those of H.O. Rogg and P.F. Gemell.

- 3 -

In California, the State Investigation Committee has succeeded in having all so-called "political" organizations banned from the colleges.

Attempts are made to impose loyalty orders on teachers by legislation in states all over the nation, including New York, Illinois, Massachusetts, and California. The Mundt-Nixon Bill, which was defeated in the last session of Congress, could have been used against all student organizations with international ties, including the Student Christian movement, World Student Federalists, the N.A.C.C.S., organizations co-operating with the IUS, etc.

These are but a few examples of the mounting attacks against student rights in the U.S., their right to organize, to hear speakers of their choice, curriculum, class-room discussions, books, and the whole democratic structure of American education.

The students of the U.S. face increasing militarization of the campus. A decisive step in this direction is the passage of a peacetime draft act, for which 9,500,000 young men between the ages of 19-25 are now registering, including many hundreds of thousands of college students. Tens of thousands of students will be deprived of their right to study for a period of 21 months, and brought into an army which can be used for aggressive purposes all over the world, an army which can be used to break strikes of the working people.

Today, scientific research in many of our leading universities is largely financed with Army and Navy grants with the object of devising new and more terrible weapons of mass destruction.

These attacks on academic freedom, increased militarization of the campuses, together with the problems of racial and economic discrimination presented by my colleague from AIMS, are but indications of the general picture of the American campus today.

But this picture can be understood clearly only in the light of the most fundamental problem facing the American youth and students as a whole. This, as clearly stated by the Executive Committee report, is the problem of maintaining peace in the world.

It must be clearly understood that the main danger to world peace today stems from the attempts of the American trusts and monopolies to establish their political and economic domination over the people of the United States and the peoples of the rest of the world.

To see this clearly is to understand the reason for the attempt of Big Business to turn the campuses into an instrument for the carrying out of their program of aggression. This is why the campus must be militarized, why academic freedom and the free inquiry for truth cannot be permitted; This is why the rights of the youth, the trade unions, the Negro people and other minority groups, political parties, in fact our whole nation, are being attacked as never before in our history; this is why 66% of our budget is for military and allied expenditures and only .8% for education; this is why an unprecedented anti-Soviet campaign fills the press, radio, and all means of communication daily in ever-mounting war hysteria proportions.

Under the cover of this war hysteria and war mongering, the real living



- 4 -

standards of the American students and people are deteriorating, and even the President of our country has admitted that we are facing a new and more terrible economic crisis.

If there is a menace of war today in the world, it comes from these same forces which are actively supporting reactionary and fascist regimes in China, Greece and Spain, tottering colonial systems in India, Burma, Malaya, Viet Nam, and Indonesia, in all of which countries democratic students and people are fighting for freedom and national independence. If there is a menace of war today, it comes from these same forces, which in Latin America and Puerto Rico are likewise the cause of the miserable conditions of the students and peoples of these countries.

At this point, we feel it necessary to express our opinion on the Marshall Plan, which has been the subject of so much discussion at this Council meeting. In our opinion, the Marshall Plan is merely the application to Western Europe of another aspect of the same foreign policy we have already outlined.

Under the guise of economic assistance to the post-war recovery of the participating nations, it has already effectively stopped full economic recovery and, in fact, retarded healthy industrial development. It withholds industrial equipment from those countries which need it for the development of their own basic industries and supplies instead finished products which flood the markets and drive out domestic-made products.

In France, 18% of total aid goes to pay American shipowners, while only 3% is for badly needed industrial equipment. France must pay high prices for American coal, while she is denied Ruhr coal which is being used to build up Nazi-dominated steel industries. We refer for further documentation on Austria and Italy to the remarks made yesterday by our Italian and Austrian colleagues and the well-known facts concerning Marshall Plan aid to the individual countries.

Furthermore, the bilateral pacts which impose the conditions on which such aid is sent are such as to give the American administrators effective supervision of the economy of the Marshall Plan countries. A fund in currency of the country equal to the value of the goods sent must be set aside to be controlled by the American supervisor, and no schemes for nationalization or planned economy are allowed without American approval. The U.S. exercises effective control over the foreign trade of the participating countries and have used this to prevent the development of vitally needed trade with the countries of Eastern Europe.

This plan has already led to American intervention in the political life of the participating countries. We need only to refer to the Italian elections in which the threat of withdrawal of aid was the decisive factor in the victory of the Christian Democrats, or to the remarks just yesterday of Administrator Paul G. Hoffman, on the present French crisis.

The keystone of the Marshall Plan structure for western Europe is a re-industrialized and powerful western Germany, a Germany again equipped for the production of war material and the waging of aggressive war, a

a Germany which poses the most serious economic and military threat to all her neighbors.

We therefore feel this is a question which directly affects the lives and well-being of the students of these countries because:

1. It threatens the national independence of these countries.
2. It increases unemployment and endangers, thereby students' chances to enter and remain in college and their possibilities for utilizing their education on graduation.
3. It is one of the most powerful factors threatening the peace of the world because:
  - a. It is developed outside the U.N. and therefore weakens this instrument for world peace.
  - b. It divides Europe and cuts off the possibility of healthy economic and political intercourse between East and West.
  - c. It rebuilds a Western Germany capable of aggressive warfare.

Therefore we fully support the right and duty of the Executive Committee to draw the attention of the world students to the serious dangers presented by this plan to the peace and well-being of the world.

American students face a most serious crisis which threatens the very substantial progress made towards the democratization of education in the past 10 years and the peace upon which their very existence as students depends. "The love of freedom and independence is deeply rooted in our country. It breaks through all efforts at control of speech and thought and action." American students' determination to fight and their fundamentally democratic traditions are manifested in many ways. This has been shown in:

1. Widespread struggles against increased tuition costs, veterans' actions, etc., as ably documented by our colleague from AIMS.
2. On the fight against discrimination, such examples as --
  - a. Action of 1,000 students at the University of Oklahoma in February 1948 for admission of a young Negro woman, Mrs. Ida Lois Sipuel Fisher to their university.
  - b. State lobbies for passage of legislation ending the quota systems in colleges in New York, Illinois, Massachusetts.
  - c. At Williams College and Harvard University, students picketed local establishments which refused to serve Negro students and forced them to change their policy.
3. Against Universal Military Training and the Draft, students participated in a lobby of 1,500 young delegates from all over the country to call for not militarization of the young students and workers, but for legislation on their needs.
4. Actions for peace by observances of International Students Day in colleges all over the country, and in support of the students of China, Greece, Israel, Puerto Rico, Spain.

This has been further shown by the program of student organizations such as the N.S.A., the N.I.C.C., the A.Y.D., Youth for Wallace, the N.A.A.C.P.

- 6 -

on the present needs of students.

Ever since December 1947, when Henry A. Wallace announced his candidacy for the presidency of our country, students in colleges all over the country have been organizing into Students for Wallace, on the basis of his program for peace and student needs.

And now, the new developing coalition arising with the Progressive Party has opened up new historic possibilities for a very large, fighting movement of the students and youth in the U.S. On July 25 and 26, as a culmination of the organizing activities and campaigns around issues of students and youth, the new Young Progressives of America was born at a founding convention in Philadelphia, Pennsylvania. Out of the deep desires of the students and working youth of our land for peace, security, for international friendship, and a decent life, has arisen a new, permanent student and youth organization. 2,000 young Americans representing clubs in 44 states of our nation, including 25,000 college students in over 225 colleges and universities, adopted a program pledging unceasing work for repeal of the draft, for demilitarization, for increased educational and recreational government appropriations, for full equality for Negro youth. Its program will find enthusiastic response from many hundreds of thousands of young students and workers throughout the country now and after the elections. 80,000 people yesterday met in New York in the largest political rally ever held in the U.S. to demonstrate their desire for peace and their support for Wallace.

Because of the key role of the U.S. in world affairs, we feel that American students must play an active part not only in winning their own needs, but must as well accept special responsibility for full support to the problems of the students of all nations fighting for national independence and freedom. This Council meeting serves a valuable purpose in defining clearly these problems which we pledge to bring back to large numbers of students in our country.

We urge the IUS to devote special attention to the popularization and implementation of its work in the U.S., and we pledge to do our utmost in fulfilling the IUS program in our own organization and to co-operate in making possible the inclusion of the majority of American students in the International Union of Students.

We have utmost confidence in the strength of the International Union of Students and are sure that this Council meeting can and will develop a program for peace and the welfare of the students of the world, a program which can continue and enrich the unity necessary for the achievement of our goals.

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CONTRIBUTION BY THE WEST INDIAN DELEGATION TO THE EXECUTIVE COMMITTEE  
REPORT

-1-

Mr. President, fellow delegates, on behalf of the West Indian Student Union, I should like to compliment the Executive Committee on its annual report. Apart from the obvious documentation and compilation of facts and figures of which it gives evidence, it shows a truly international and world perspective ranging from a description and comments on conditions in China and South East Asia to those in North and Latin America. As regards the necessity for unity which it stresses there can be no disagreement for not only are the problems and aspirations of all students largely the same but also if we the young generation of intellectuals and future leaders cannot agree how can we hope to establish that world peace for which so many of our comrades gave their lives. It is a pity that Mr. Ellis saw fit to leave the IUS with such acrimonious criticism which had a disturbing effect even on small unions like my own. Would it not have been better for him to have waited for the Council meeting and have given us all an opportunity to discuss points of variance with the Secretariat and iron out our internal differences?

With those critics who allege that the IUS has become too political we find it difficult if not impossible to agree. Section III of the Constitution says that one of the aims of the IUS is to secure for all young people the right and possibility of primary, secondary and higher education. Then wherever these facilities are lacking or absent it is the duty of the IUS to take up the case of the students. In doing this it is futile to be mean the effect without attacking the cause and since the cause is almost invariably to be found in government policy or apathy as the case of Vietnam and Indonesia the presence of a foreign power waging war against the interest of the native peoples.

It is therefore impossible for the colonial student to divorce the question of better educational facilities from that of national independence or "politics."

In the West Indies ours is not the sensational struggle in arms against an imperialist power as in other countries, but we too have suffered and are suffering from under the yoke of colonialism. The American delegate spoke of campaigns in USA in behalf of Puerto Rican students, but I assure the council that even Puerto Rico is a paradise compared with the British West Indies. Whereas in the former place the average cash income for a working class family is about 341 American dollars, in many of the British West Indies it varies between 60 and 80.

Education is badly neglected the expenditure per head being less than 1/13 of that in England and Wales. There is free compulsory elementary education but only about 50-60% of the eligible children can be actually accommodated in the schools. In addition many a worker living in a shack which he calls home cannot afford to send his half-starved ill clad children to school for they are needed to help earn the family income. Secondary education such as exists continues to be the preserve of the middle class, the rich, and a few brilliant students who win the few available scholarships.

University education, except for a theological institution and a School of Tropical Agriculture has been until this year non-existent. Would-be university students have had to go to the United Kingdom and North American universities into which they sometimes cannot gain admission because of overcrowding. These institutions in any case are out of reach of all but the well-to-do and a few winners of scholarships.

(West Indies Report)

-2-

Next month a university will be started, about which our Union has not many details. The information which we do have indicates that only one faculty, that of medicine, will function immediately, providing facilities for about fifty undergraduates.

This is only a brief sketch of our educational predicament, which may suggest the immense difficulties which the small Union of West Indian Students in Britain is tackling. May I ennumerate our urgent needs for the sake of clarity.

1. Better and more progressive elementary and secondary educational system with a West Indian in place of the present English and classical basis.
2. Better and properly staffed schools with teachers paid a living wage.
3. A West Indian University offering education on the basis of merit rather than money.
4. Recognition by the West Indian Governments of non-British degrees so that our students who study in North America can return home to play their part in the West Indian Community.
5. Perhaps the IUS and some large National Unions may for the time being be able to make available some places at foreign universities for our undergraduate students until such time as we can firmly establish our own university.

We realize however that our major task is to democratize our unrepresentative governments which disregard the importance of education. We know that we have to work for an independent nation freed of foreign domination and alive to the economic and educational needs of the West Indians and ready to take its place in a free and democratic world for which our masters told us we were fighting, but which so far we have not seen.



STATEMENT BY THE POLISH DELEGATION IN RELATION TO THE EXECUTIVE  
COMMITTEE REPORT

Mr. Chairman, dear friends, in the name of the Polish students I would like to touch more closely on some of the points of the Executive Committee report and particularly on the question of unity in the student movement.

This does not mean that we minimize the importance of other problems and I hope that we will have the possibility to present our attitude on them later on. There are two reasons why we stress the question of unity. At first unity is essential for the IUS and its activities to realize its great role as a world democratic student organization. Secondly the student movement in our country has just passed through the period of unifying its forces and therefore we have many experiences in this field of work.

The IUS was created as a result of the experiences of the international student movement in its struggle against fascism. Our main task is to strengthen it and consolidate its forces against the attempts to split it which are undertaken by certain reactionary leaders of students. I have in mind the kind of people who dreamed and are dreaming about the creation of a rival organization, ~~certain countries~~ grouping together certain countries particularly of Western Europe. I have in mind certain leaders of the Canadian and Austrian student movement who for two years have been discussing the possibility of affiliating their organizations to the IUS but at the same time have been conducting a double-faced policy, directed against the IUS and its activities which result from its constitution and decisions of its freely elected governing body.

The first condition to be fulfilled is the strengthening of the unity in every particular country where many organizations exist at the same time and the deepening of that unity where there is only one organization.

There are organizations where there is merely a formal unity, where in spite of the apparent existence of a single organization there are in reality many groups and views opposed to one another. This opposition exists often not only among the ~~particular~~ component parts of the organization but even inside them. This always happens when beside the democratically minded members there are also people who act against the aims of the organization and who have nothing to do with progress but often are simply reactionary and anti-democratic. Such an organization becomes a fiction and the members who act in such a way put themselves outside its ranks. To make this unity not only formal but real, the governing body of the organization must work to enable all the members to understand the goals, tasks, and the activities leading to their achievement and in such a way to make those members who oppose their realization, who feel ~~how~~ separated from the mass of students.

What are these aims, tasks, and activities? There is no doubt that our main goals are as stated in our Constitution and supplemented by the information, illustrated by facts and figures, given in the Executive Committee Report about the general student situation. These are the struggles for lasting peace, national independence, and the democratization of education. All these problems are closely bound together.

The desire for peace shared by millions of ordinary people, by far outweighs the ~~inner~~ war-like designs of small imperialistic cliques. It is stronger not only in the countries of peoples' democracy and the USSR which are the bulwarks of peace but also among the nations now fighting for their independence which is best testified by their unflinching and heroic struggle.

(Statement of the Polish Delegation)-

-2-

The same can be said even of Britain and USA where the working masses opposed the imperialist state policy of their own governments.

It is our task to imbue the broad masses of students with the desire for peace.

To do this means to make all the students realize that they do love their native countries. By taking an active part in the last war against Fascist aggression the students have proved that they are patriots. We must make this patriotism deeper and conscious of its democratic character. It will be conscious and democratic if every one of us understands that independence and democracy are inseparable and mutually interdependent, that no country can be fully independent when it oppresses other nations and interferes in the internal problems of other countries. There is no true sovereignty, where a distinct economic dependence exists, when certain plans of help ~~ex~~ bring with them limitations of the free political and economic development and as a result of very clever and precise construction worsen living conditions and cause growing unemployment in the countries concerned. This can be seen in those countries where the Marshall Plan is operating.

There does not exist true freedom, where the color of skin is the criterion of rights and merits, where there is racial discrimination, and its working population does not fully enjoy its political, economic, and cultural rights. Our generation has witnessed and is witnessing the treachery of those whose mouths are and are full of patriotic words.. Political groups assuming the name of nationalists and being really social exponents of big capital and land estates found themselves during the occupation in the ranks of collaborators. Today they buy their power at a price of foreign intervention and renounce the sovereignty and independence of their countries for the benefit of foreign imperialism. The best example of this were the pre-war Governments in Poland, Czechoslovakia, Poland, Hungary and Rumania, and today the governments of Tsataldaris Greece, Kuomintang China, France and Italy. By intensifying true patriotism we shall at the same time strengthen the ties of international solidarity. The struggle for independence which goes on in several countries; the struggle of colonial nations to shake the tethers imposed on them by ~~the~~ distant metropolia mean the struggle for peace and justice.

In the interests of peace and of our friends in Holland, France, Great Britain, and the USA we shall demand the cessation of military reinforcements which are sent to Indonesia and Viet Nam by the Dutch and French governments, stopping the interference and armed intervention in Greece, China, Malaya, and Palestine by the governments of the USA and Great Britain.

To fulfill the tasks set before us means that we shall have to make the whole student youth realize that the function of the school and the university is to bring them up and to prepare them for carrying out the tasks that lie in the interests of democracy and progress. In many countries today the schools cannot do that. This is why we fight for the democratization of education; this is why we must all understand that in the schools there is no room for Fascist ideology and for pseudo-scientific theories. We believe in humanity and in the conquering power of the human mind which armed in the knowledge of the laws of Nature will put it at the disposal of men in community. We believe in the study of the science of social development in order to apply this knowledge in building a better future.



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CONTRIBUTION OF THE INDIAN DELEGATION ON THE REPORT OF THE EXECUTIVE  
COMMITTEE OF THE IUS TO THE COUNCIL OF THE IUS - PARIS - 1948  
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Mr. Chairman and friends,

On behalf of the Indian delegation we want to express our whole-hearted support to the report of the Executive Committee presented to this Council. We are glad that in holding this opinion we are not alone and that almost every delegation has expressed similar appreciation of the work of the IUS in the past year as well as its future tasks as laid down generally in the report.

During the last year our organisation, the All India Students' Federation /A.I.S.F./, representing 100,000 students, has participated in all the major activities and campaigns of the IUS, such as the International Students Day and the Relief Week organised in November, 1947.

The A.I.S.F. was the principal organiser of the South East Asian Youth Conference of the IUS and the WFDY, which, as you heard from Carmel Brickman, is a landmark in the history of the international youth movement. During this Conference when armed fascist bands attacked the foreign delegations, two of our youth gave their lives defending the banner of the IUS and WFDY. Thus our students and youth have proved their loyalty to the great fraternity of the international youth movement by the sacrifice of blood.

We support the IUS because it is the only students' organisation in the world which defends democratic principles and which fights for the true rights and interests of students. You have read in the Executive Committee report the support given by the IUS to the students of Spain, Greece, Viet Nam, Indonesia and other countries fighting against colonialism. Through its campaigns, through the organisation of the 21st of February as a day of solidarity with the youth fighting against colonialism, through the South East Asia Conference and the Middle East and North Africa Commission, of which we hope the Council will hear a report, the IUS increased its support for the students of colonial and semi-colonial countries. It is for this reason that a larger and larger number of students rallied under the Banner of the IUS from these countries in the past year. This can be seen by the applications of the 10,000-strong National Union of Students of Iraq, of the National Union of Nubian Students, and the East Pakistan Students' Federation. All this goes to prove that the IUS is the only militant democratic platform of students on an international plane.

These new masses of students are pouring into the fold of the IUS because they appreciate the firm anti-imperialist stand of the IUS against war-mongers, for the defense of the national independence of enslaved peoples, and for a lasting peace.

We, on behalf of our delegation, want to express our appreciation of the statement of the British delegation report, stressing the importance of

peace. The British delegate has referred with approval to the British N.U.S.'s rejection of a paragraph in the IUS appeal of the May Executive Committee, referring to the war-like intentions of the Anglo-American imperialists. To many people, the question of peace and war and the responsibilities of the imperialist powers for these are still a matter of ideological discussion. In the Western world, the threat to peace is limited to newspaper editorials. But elsewhere the peace is already broken. Has peace been maintained in China, and who is sending arms to Chiang Kai Shek, if not the U.S. imperialists? Has peace been maintained in Malaya, and who is sending arms and troops to Malaya, if not Mr. Bevin and his master, Marshall? We hope that all delegates know why See Soong, leader of the Malayan youth, who was there in our last Council, is not present here. Let us tell those who do not yet know; there is a price on the head of Lee Soong, of £ 15,000, declared by the British Government in Malaya. Has peace, again, been maintained in Viet Nam and Indonesia, and who is supplying dollar and military aid to the Dutch colonialists and the French Government?

Mr. Trouvat, French delegate, maintains that the IUS has no right to criticise any particular form of government. In his opinion, such criticism amounts to disrespect of the national independence of the country. It is not a question of this or that form of government, but whether a government is acting for the people. Will he object if the IUS offends the fascists who rule the roost in Athens? Or does he think that the condemnation by the IUS of the Fascist regime of Franco is against the interests of Spanish Republican students? So far as we know, the French democratic students themselves have passed their verdict against the Franco government. Will he object if the IUS supports the struggle of Viet-Nameese people and students against the colonialist war of the French government?

Several delegates objected to the reference of the Marshall Plan. If it is only a matter of form, then perhaps we can consider the objection. But if it is a matter of content, if it is what Mr. Trouvat and a delegate from Sweden say, that students have different opinions in different countries on the Marshall Plan -- then we beg to disagree. For the Marshall Plan is not a matter of theoretical agreement or otherwise. It is not an academic question for infantile debates. It is a material question, a fact, a reality -- which has resulted in immense misery and impoverishment to the students of many Western countries, including France itself. The delegate from Italy has explained in detail what the Marshall Plan means for them. But the Marshall Plan is not a private problem of Western countries. We who come from South East Asia, especially from China and India, are already witnessing the shadow of dollars menacing the future of our peoples and our students.

In June 1948, during the Conference of the United Nations Economic Commission for Asia and the Far East (ECAFE), Mr. Grady, American Ambassador in India, said that the Marshall Plan shall be extended to India. We do not want to go into all the questions raised at this Conference, but one significant statement made by the American Ambassador was that American loans will be at the disposal of India only if the Government

of India gives certain "assurances and guarantees". We did not have to wait too long to know what this "assurance and guarantee" would be. The Government of India has already made these "assurances and guarantees" in the suppression of the entire democratic movement in the country. This wave of terror started from West Bengal, which has an American-trained Premier. In this particular province, the American Embassy made thorough investigations and prepared full reports on the democratic organisations and their activities. Today the drive against the democratic forces is being conducted on an all-India plane, by no other person than Sandar Ballabh Bhai Pahl, the biggest representative of Indian capitalists and landlords. Through several economic treaties and trade pacts, the Government of India and Pakistan are selling their national sovereignty to the interests of the Anglo-American imperialism.

The assurances and guarantees demanded by U.S. imperialists from India are two: the economic enslavement of the people and suppression of all democratic activities. The youth movement has been chosen as a special target for this anti-democratic attack.

The A.I.S.F., which leads the struggles of the Indian students for complete independence, democratic liberties and education, has become the worst victim. 50 principal organisers of the A.I.S.F. are behind bars today. Warrants for arrest have been issued against 16 out of the 35 members of the A.I.S.F. Executive. This includes A.S. Bhattacharya, General Secretary of the A.I.S.F. and Gautam Chattopadhyay, Executive Committee member of the IUS.

In spite of all this terror and against these, our organisation and, under its banner, thousands of students of India are struggling for real independence -- independence from the still-unrelaxed stranglehold of British imperialism and from the outstretched claws of American imperialism towards our country. So long as the IUS continues to support these struggles, so long as the anti-imperialist policy of the IUS is not only maintained but even sharpened still more, we shall continue to mobilise still more thousands of our students into it. We support the IUS because the IUS supports our battles for independence, democracy, and a lasting peace.

It is only by still more strengthening the IUS that we can maintain and reinforce the international unity of students.

We completely agree with the Danish representative when he says that the basis of unity is the Constitution of the IUS, but we wonder why the Danish delegate said that this Constitution was violated by the action of the Secretariat on the events of Czechoslovakia. We fully support the action of the Secretariat because it was the best example of defending the Constitution of the IUS and of the democratic principles of the IUS. The Secretariat was quite right in supporting the Czech students when they turned out Fascist elements like Ransdorf from their organisation, who throughout his duration as one of the leaders of the old NUS indulged in open pro-Fascist activities.

- 4 -

Those friends who consciously or unconsciously are preaching revolt against the IUS on the Czechoslovak issue are serving, not the interest of international student unity, but of those who want to disrupt this unity. In this question, we would like to refer to the activity of Mr. Bill Ellis. Of course, it is not the job of the IUS to criticise personalities, but if a man goes to the extent of calling upon students to withdraw from the international student movement and indulges in all sorts of shameful slander against the IUS, it is the job of the IUS to expose him before the students of the world as a disrupter and enemy of student unity, and therefore we are of the opinion that the resolution should mention this point clearly. We want to tell Mr. Ellis and all his friends that all attempts of those who want to disrupt student and youth unity have failed. In our own country, certain leaders of the Student Congress who were threatening to form rival organisations against the IUS and WFDY have been completely exposed as friends of reaction and imperialism. Attempts to disrupt the unity of youth organised under the WFDY have similarly failed, because students and youth could not be deceived. The IUS wants unity, and it has not only said that it wants unity - but has actively worked for unity, for unity is not built only by good intentions, but on the basis of common struggle to unite youth against war-mongers, for national independence, and for lasting peace.

In conclusion, on behalf of our organisation, we want to recommend to the IUS:

1. To work still more vigorously in support of the students fighting for Freedom and National Independence, against the aggressive policy of Anglo-American Imperialism to plunge the world into another bloody war.
2. To intensify its support for the fight of the Student for a better and a democratic education.
3. To promote unity between students, working, and peasant youth. To build closer and still greater unity with the WFDY, both on a national and international plane, and to mobilise and unite the democratic students of the whole world under the banner of the IUS.
4. In particular - work of the BSFAC be strengthened.

-O-O-O-O-O-O-O-

SECRET

I have two preliminary remarks to make :

- 1) That the leader of the Australian delegation Ken Tolhurst, who is proxy for the Australian member of the Executive, accepted the Executive Committee report on the basis of our Executive members responsibility to the full Council.
- 2) That I am presenting the views of the National Union of Australian University Students, not necessarily those of the other Australian constituent, Sydney Technical College.

In presenting the comments of the delegates of the National Union of Australian University Students, I should like to make it clear that we are in general agreement with the spirit and content of the report as a whole. We look with pride on the advances which the IUS has made in the past year, and feel no little pride too in the part which Australia has been able to play in those advances. After the return of the Australian Executive Member, Mr John Redrup, to Australia, the NUAUS Council considered its relationship with the IUS and decided to remain affiliated by an enormous majority. Our Council accepted the work and spirit of the IUS fully, and drew up a big programme of activity for the IUS, including the establishment of Faculty Bureaux in some six faculties on a national scale, an exchange for harvest work or 400 students with New Zealand, and the sending of a permanent representative to Prague. You will remember no doubt that at the last IUS Council, the NUAUS presented a memorandum presenting its point of view on a number of matters concerning the IUS. Assurances were given that our point of view could be met and I am happy to report that we are very satisfied with the way in which this has been honoured.

Let me emphasise again that we do accept the aims and ideals of the IUS; we must however state that they are some aspects of the Executive Report which are not fully acceptable to our students unless a vast amount more evidence is put forward to support them.

Also there is no doubt that such difficulty as we find in accepting every paragraph and line of the Executive Report is common to some other countries with broadly similar economic, political and student conditions as Australia.

First there is the question of the unity of students and unity within the IUS. We are all united, and must remain united in accepting the aims and purposes of the IUS. Our unity has not however always extended to methods fully to implement those aims, nor to enable us to give a general analysis of the world situation and we cannot expect it to. We believe that this may be unavoidable, but we suggest that the Executive has not always shown sufficient understanding of the peculiar conditions in countries like Australia, and the consequent needs for a different approach in IUS work. This is not an appeal to water down the policy of the IUS; rather it is a simple statement that we must give more attention to correct presentation of that policy in our local conditions.



Contribution of the Australian delegate

- 2 -

Let me quote here our official policy on IUS " The NUAUS supports the broad principle of International Student co-operation, which is one of the specific aims of its constitution. The NUAUS believes that an international union of students must **strive** to act on matters of common interest, and, in doing so, constituent organisations must be prepared to give and take in formulating a united policy. At the same time, it must not be imagined that differences of opinion do not exist, and we must frankly realize that on some questions we must be prepared to agree to differ", since national student unions will display different political outlooks on matters reflecting their different environments.

Our policy statement continues -"The Chief concern of the IUS is in this sphere of student activities although we recognize that in certain countries political activities on the part of student organizations may be necessary if students are to gain improvements in their conditions. (Here I would refer Council members to the Australian memorandum accepted by the 1947 Council). In accordance with this we believe that wherever the IUS or its Executive Committee established to its satisfaction that conditions in any state limit the cultural, academic or material freedom of students it shall consider itself obliged, as an international union, to act against such conditions and to call upon its constituents to support such acts."

Thus we do not believe in a service organisation; we believe that we must really defend the interests of students, we must resist oppression of students wherever it may be, and whenever the IUS can demonstrate by full documentation, that such oppression is occurring. But our students will not accept dogmatic and unsubstantiated assertions. They will not accept such a wholesale condemnation of the Marshall plan as in the Executive Report; but they certainly will condemn those aspects of the Marshall Plan which operate against students, if it can be shown, as it can, that this is the case. We feel that this section could have been more specific and better supported by facts. Again we feel that they would not accept fully some of the implications contained in the first pages of the report, which although everything quoted is true and well documented could have presented a more balanced picture of student conditions throughout the world. We point to the example of our own country where although student conditions are far from perfect, there has been a vast improvement over the past few years. Pre-war Australian universities were preserve of the wealthy and outstanding individuals who could win the few scholarships offering. The position is now very different, and more than half of our students are not only having all their fees paid, but are receiving living allowances also. True they are facing rising prices, and students have a big task ahead of them to maintain and improve their position, but the overall picture is one of the great improvements, improvements due in a large part to the work of the students themselves. In this connection, we point to the example of the agitation of our students for better conditions for ex-servicemen, the successful campaign in Melbourne for a better library and the success of Tasmanian students in obtaining a full free student ~~Approved For Release~~

Contribution of the Australian delegate

- 3 -

Whenever the IUS makes a statement which is not fully justified and substantiated and does not present a fair balanced picture the difficulties of the true supporters of the IUS in our country are increased. In nearly every case our student leaders are presenting views more progressive than most of our student would accept, were it not that an unshakeable factual case is always presented. The IUS mishelp these people and their supporters in every way it can. On the other hand we must confess that not all has been done which could or should have been done to present the policy and work of the IUS to our students.

I Repeat that generally we find the Executive report acceptable, and we congratulate the Executive for its very fine work on behalf of the students of the world since the last Council meeting. On the basis of this work its presentation we are confident that the IUS will go from strength to strength and that its work for students in the coming year will be even more successful than in the past.



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CONTRIBUTION OF THE CHINESE DELEGATION TO THE DISCUSSION  
ON THE ACTIVITIES OF THE IUS IN THE PAST ONE YEAR

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Dear Friends,

We have heard the report given by Mr. Grohman, President of our IUS, on the great achievements the IUS had made during the past year in spite of various difficulties confronted. We heartily welcome these successes because they had greatly strengthened the student movements all over the world and because they had brought us a step nearer towards the realisation of our demands for a just and ever-lasting peace, for democracy, better life and national independence, which are threatened by international reactionaries, led by the American imperialism. On behalf of Chinese students we would like to express our whole-hearted support of the work done by the IUS Executive Committee. The organisation of relief week for needy students, the protest and solidarity campaigns for oppressed students in imperialist and fascist dominated countries, the Conferences in South East Asia and Latin America for exchanging information and experiences in order to strengthen their struggles for independence and freedom etc - all these activities are worthy of the IUS as a democratic world student body. We Chinese students believe that the IUS is the only organisation of the world students which voices and puts into practice of their wills, that it rightly deserves the leadership of the world students in fighting for the democratisation of education, for the improvement of student economic and social conditions, for the maintenance of the student rights, and for world peace without which there is no future for all of us.

These ideals were popularised among the Chinese students especially by the activity and speeches of Miss Brickman during her tour in many parts of our country after the South East Asia Conference. We also take this chance to express our gratitude to the IUS for the help it has extended to our student movement which is so vividly described in the Executive Committee report.

Bearing in mind all the good work the IUS has done, we listened with surprise and disgust the speech of Mr. Trouvat of the French delegation, in which he maliciously attacked the activity of the IUS and in which he rejected its excellent work en bloc. Any person with less prejudice will certainly not be so completely blind to the vast achievements of the IUS during the past one year.

The Chinese delegation completely share the opinion expressed in the Executive Committee report that the chief task facing the students today is the maintenance of world peace. To us, Chinese students who suffer more and longer from the devastation of war than any people in the world, peace means much more than an abstract notion.

Chinese report

- 2 -

It means an active opposition to Chiang Kai Shek reactionary policy of waging the civil war. It further means an active opposition to American imperialism that has spent more than 45 billion dollars in bolstering up and perpetuating the Kuomintang rule of terror and corruption over the Chinese people. And, above all, it means that the struggle against imperialism and the fight for national independence are intimately connected with the issue of world peace. For peace and enslavement cannot go together. It is the force of imperialist aggression particularly the American imperialism, that threaten world peace today.

In the Far East, American imperialism is actively supporting and directing a war against the Chinese people and tries to establish military bases in China for the starting of a new imperialistic war against Soviet Union and the people of the world. In the middle East it divides the Jews and the Arabs in Palestine by playing one party against the other with a view to securing strategic springboard for the same purpose.

There is a certain section of people among the international student movement who are afraid of facing squarely the issue of world peace and complain of the wish to emphasize the statement in the Executive Committee report that the activity of the IUS is indivisible and must come into contact with political and social problems simply because students cannot be isolated from society. Recently an "International Youth Conference" was held in London with an attractive subject for discussion called "Work and Leisure". We have no intention to underestimate the importance of work and leisure in student life, but it is sheer hypocrisy to discuss such a subject when the students of many countries have neither leisure to enjoy nor work to do. Even in those countries where comparative social stability prevails, it is superficial to talk about work and leisure without inquiring into the larger issues that determine the nature and scope of work and the enjoyment of leisure. The origin of the present Chinese student movement was the demand for better conditions of study and nothing could be more peaceful than the way in which that demand was put. But the Chinese students are forced by their bitter experiences to understand that their demand is inextricably bound up with the one central issue of civil war. Under the serious crisis necessitated by the anti-popular war, the majority of the Chinese youth suffer from unemployment and have no chance of receiving education. Many universities reducing their teaching staffs owing to financial difficulties, and the total expenditure on education this year constitutes only 0.3 percent of the whole national budget of the Chiang Kai Shek Government which maintains an army of more than 200 divisions with a total military expenditure enough to run 1400 universities.

Chinese report

- 3 -

Since the minimum means of subsistence is not guaranteed, the health of the students as a whole is getting worse and worse every day. In the Peking University alone 20 percent of the students suffer from tuberculosis while more than 70 percent from under nourishment. This causes the students in universities to demand for an increase of living allowance from the government, and campaigns of anti-starvation were launched. Almost every university and college were involved in this struggle. Even the students and professors of the National Chian Kai Shek University which named itself after the Dictator himself participated in the strike. Meanwhile, the students started a Self-Help Movement for the benefit of poor students by working during free hours and by raising a relief fund. This movement received immediate enthusiastic response from the public and in the first three months of the campaign more than 10 billion Chinese dollars were collected and thus 6203 students were helped and enabled to continue their study. The Chiang Kai Shek Government, instead of doing something to improve the living conditions of the students, slandered and suppressed the movement. The chief organisers of the campaign were dismissed from Universities and arrested by secret police. Nine of them are still now in the concentration camp near Shanghai. For defending the election of their own Self-Government organisations by democratic procedure in Shanghai last January, 120 students were arrested and about forty were very seriously wounded. Arrests, kidnapping and secretly putting to death became a matter of frequent occurrence. The Kuomintang papers even went so far as to declare that troops should be employed to suppress the student movement. According to estimate up to the end of July this year, 164 students were killed, 1277 wounded, 2780 arrested and 5000 persecuted.

Against such a blood thirsty government of reaction which deprives students of every basic right and is positively murdering them we think the IUS has not only a right but an obligation to protest on behalf of all the democratic students of the world. While the students in the Kuomintang controlled areas are fighting for their elementary rights of subsistence and freedom, a new society is coming into being in the Liberated Areas which occupies one third of whole China with a population of 168 millions people. There the students are leading happy lives. Despite wartime conditions, many schools have been re-opened and the number of Students in Manchuria have now surpassed that during the Japanese occupation. The most important point is that in the various schools and universities the principle of democratic education has been put into practice and free thought is encouraged. The spirit of social service is high among the students and for the first time in Chinese history schools and universities are now open to workers and peasants. In former times the Chinese intelligentsia as a class stood alone from the people, but the students in Liberated China now consider it a honour to work side by side with the mass of peasants and workers. They have learnt to harmonise theoretical principles with the experience

Chinese report

- 4 -

of practical work . During the great land reform movement a number of students went on to the villages to help the peasants secure land. In addition they also took part in various working brigades during vacation and holidays. The main task now facing the students in Liberated China is to pave the way for the transformation of an essential agricultural economy into an industrial one.

The sharp contrast between the student life in Liberated China and that of Kuomintang China can only find explanation in the difference of their social and political setup. Unfortunately, the happy conditions now prevailing in Liberated China have not been extended to the whole country owing to the civil war of the reactionary regime of Chiang Kai Shek. Speaking of the war now going on in China the Chinese students can never forget the role played by the US government in general and the better lesson of Mr. Marshall's so-called mission of peaceful mediation in particular. He claimed to mediate under the banner of peace but at the same time he equipped and transported divisions of Chiang Kai Shek's troops to various civil war fronts. When Chiang Kai Shek had finished his military preparations, Mr. Marshall silently flew back to the United States and declared his mission to China to be a "failure". Then American money poured into the war chest of the Kuomintang government. In return for this generous aid, the US government secured by treaties the rights to station a navy, to establish military bases in China, and it enjoys special privileges with respect to custom duties, mines and inland water navigation. In a word, it tries to dominate the whole country politically as well as economically and through the instrumentality of Kuomintang reactionaries to enslave the Chinese people. During the past two years of civil war in China American imperialism played a leading part. 90 percent of our factories had to close down as a result of the dumping of American goods in Chinese market. The number of unemployed in Shanghai alone has risen to 2 millions people. Forty to sixty percent of arable land is laid in waste because of high taxes and conscription. However, despite its active support for Chiang Kai Shek, the U.S. Government realises that it is impossible to stem the advance of the Chinese people towards democracy and national independence. Consequently, it works seriously to rebuild the aggressive power of Japan. When the Chinese students launched a patriotic campaign against the American policy of rebuilding Japan, the U.S. ambassador to China interfered with the student movement by issuing a statement on June 4th 1948 in which he blamed the student movement as "erroneous" and threatened the students with "unfortunate consequences". The Korean Students in the American zone of Korea who staged a demonstration against the same American policy were met by American troops. The Chinese students, basing upon their past bitter experiences of what Marshall and US Government have done to their own country, think it is their duty at least to warn their fellow students in other countries against the danger of enslavement lurking behind any sugar-coated American proposal of generous help.

22

Chinese report

With regard to the future work of the IUS, we are of opinion that first of all the IUS must more actively and widely unite all democratic students through the constant contact with all democratic students organisations by strengthening its departmental activities. The summer games in Paris, the winter games to be held in Czechoslovakia, or elsewhere, the Recreation Conference in Rome, the Travel Conference in Budapest, the International Medical Conference, the Students Needs Conference, the S.E. Asia Conference, the International Relief Week around the International Student Day supposed to be held in Copenhagen and other activities are the best examples of popularising as well as strengthening the IUS among the mass of students. Secondly, we feel that the IUS has a great responsibility to extend practical help to those student movements which are considered as comparatively weak due to various cases. In countries where no student movements are in existence or are just developing, the IUS should help their students organise and strengthen student movements by means of encouragement, exchanges of information and experiences. The South East Asia Commission in 1946 and the Middle East Commission and Scandinavian Commission this year, the holding of South East Asia Conference and Latin American Conference, the visiting tour of Miss Carmel Brickman in South East Asia and other activities and their results can serve as good examples. Here, we must lay special emphasis on the South East Asia Conference in February this year, which helped the Chinese students strengthen their cooperation and mutual understanding with the students in all South East Asia countries. Furthermore the Conference was under the joint sponsorship of IUS and WFDY which signified the unity of the studying and working youth, and which heralded increasing co-operation between the two organisations. On national as well as international level, the unity of studying and working youth is a very important problem and the IUS should endeavour to bring together the various sections of youth into a coordinated movement in the interest of peace and democracy.

We also like to draw the attention of the IUS secretariat as well as the Council members to the use of various campaigns. We must now consider that a protest or solidarity campaign is organised only to support oppressed students. We must realise that a campaign can be very well used to educate students in other countries. You will agree with us if you know how the American students organised the China week campaign in April this year to help the persecuted Chinese students and to educate themselves.

Here we must point out that the most effective support the democratic students of the world can extend to the students of colonial, semi colonial and dependent countries is to help them in their fight for national independence and freedom. Relief work is of course important but

Chinese report

but relief alone can never meet the fundamental needs of these students. This is why the Chinese students did not stop at anti-starvation movement, but go on to fight against Chiang Kai Shek's civil war policy supported by American imperialism. The IUS, in giving support to the fighting students of various oppressed countries, is never partisan spirit. On the contrary, it is working honestly for the unity of international student movement. For no unity can exist between free and unfree students as long as free students do not realise the responsibility their freedom entails.

We firmly believe that this Council Meeting which is taking place at such a crucial moment in the world situation, will lay down a more clear policy to lead the students of the world towards strengthening the unity of democratic students all over the world in their common fight for a lasting and just peace, democracy, national independence in face of hysterical war threats by imperialist, jingoist and fascist remnants in every part of the world.

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 BY THE POLISH DELEGATION IN RELATION TO THE EXECUTIVE  
 COMMITTEE REPORT

Mr. Chairman, dear friends, in the name of the Polish students I would like to touch more closely on some of the points of the Executive Committee report and particularly on the question of unity in the student movement.

This does not mean that we minimize the importance of other problems and I hope that we will have the possibility to present our attitude on them later on. There are two reasons why we stress the question of unity. At first unity is essential for the IUS and its activities to realize its great role as a world democratic student organization. Secondly the student movement in our country has just passed through the period of unifying its forces and therefore we have many experiences in this field of work.

The IUS was created as a result of the experiences of the international student movement in its struggle against fascism. Our main task is to strengthen it and consolidate its forces against the attempts to split it which are undertaken by certain reactionary leaders of students. I have in mind the kind of people who dreamed and are dreaming about the creation of a rival organization, ~~certain countries~~ grouping together certain countries particularly of Western Europe. I have in mind certain leaders of the Canadian and Austrian student movement who for two years have been discussing the possibility of affiliating their organizations to the IUS but at the same time have been conducting a double-faced policy, directed against the IUS and its activities which result from its constitution and decisions of its freely elected governing body.

The first condition to be fulfilled is the strengthening of the unity in every particular country where many organizations exist at the same time and the deepening of that unity where there is only one organization.

There are organizations where there is merely a formal unity, where in spite of the apparent existence of a single organization there are in reality many groups and views opposed to one another. This opposition exists often not only among the ~~particular~~ component parts of the organization but even inside them. This always happens when beside the democratically minded members there are also people who act against the aims of the organization and who have nothing to do with progress but often are simply reactionary and anti-democratic. Such an organization becomes a fiction and the members who act in such a way put themselves outside its ranks. To make this unity not only formal but real, the governing body of the organization must work to enable all the members to understand the goals, tasks, and the activities leading to their achievement and in such a way to make those members who oppose their realization, who feel ~~xxx~~ separated from the mass of students.

What are these aims, tasks, and activities? There is no doubt that our main goals are as stated in our Constitution and supplemented by the information, illustrated by facts and figures, given in the Executive Committee Report about the general student situation. These are the struggles for lasting peace, national independence, and the democratization of education. All these problems are closely bound together.

The desire for peace shared by millions of ordinary people, by far outweighs the ~~impxx~~ war-like designs of small imperialistic cliques. It is stronger not only in the countries of peoples' democracy and the USSR which are the bulwarks of peace but also among the nations now fighting for their independence which is best testified by their unflinching and heroic struggle.

-2-

1

It is not irrelevant for us whether the achievements will serve the production of means of destruction or will be used to multiply the riches of mankind and raising the standard of living. It is not indifferent whether laboratories in breeding germs for bacteriological warfare or concentrate on production of anti-empidemic injections, whether the sociologists and lawyers will be working out "the scientific" methods of legalizing force and aggression, or will stand in firm defence of justice, and expose the evil. We must work in such a way as to make it quite clear to our member organizations why the percentage of illiterates in India is over 80, why there is only one medical institute in Malaya for the population of 17 millions, why in Algeria only 10% of children go to school, why in the USA for the fellow citizens with a different color of skin there are rules of numerus nullus at some universities and numerus closus at others, is considered a great achievement, why in France out of thousand students only 27 are of working and 15 of peasant origin, and why in Britain a monthly fee at the universities amounts to the weekly wages of an average worker. When every student has realized that there is no true progress of humanity without lessening peace, no real independence without democracy, no democratic education without the democratized school, without equal opportunities for all, and without abolishing racial, color, material, social, sex, religious, and political (with exception of fascists) discriminations, then our unity will not be merely formal, but will be real. Such unity can not be realized by evading these issues and pursuing an ostrich policy of putting the head in the sand. Instead of contemplation it requires bold deeds and hard daily struggle. This is why for instance the Polish students found it so difficult to understand when during the IUS Council meeting last year the representative of the Swiss students declared that the new neutrality of his country does not permit him to voice his view on the subject of the colonial countries struggle for independence against imperialism. Consequently we were not surprised when the Swiss IUS refused to join the IUS, although up to the present we harbor some doubts as to whether this is really the opinion of the democratic students of Switzerland. For the same reason the Polish students find it difficult to understand the reaction of some of the student organizations including those of Scandinavian countries when our friends in Czechoslovakia carried by the wave of the country-wide movement managed to remove from the leadership of their union the anti-democratic leaders among whom there are such people as Ransdorf and Uhl, Ransdorf, who during the occupation was an active member of Hitlerian youth organization and immediately after the Czechoslovak events left his country for the western zone of Germany, and Uhl who was proved to be a spy in the service of one of the western countries. In our understanding the democratic Czechoslovak students avoided by this step educating in their ranks people like the Italian Pallanta, who attempted to martyr one of the leaders of the Italian people and who probably consider bullets the only and the most effect and persuasive arguments.

That is why the Polish students can not comprehend those who assert that the clear and unbending attitude of the IUS; its readiness to act and fight weakens the strength of the Association and causes this harmony and passiveness among the national organizations towards the IUS activity. They cannot understand the position of those, who advise us

(Statement of the Polish Delegation.)

-4-

to abandon the present position and to change it to the so-called "more practical" form. It seems to us that our unity must not only be built up on the international correspondance, student exchange, sport and cultural meetings and frequent conferences, although we do not deny the great value of these means as is amply proved by the two years report of the IUS activity. In our opinion the failure to present the students with a true picture of the most vital problems which must be resolved hiding the real aspect of things for the sake of creating ~~any~~ transitory and fictitious compromise, is nothing else but cowardice, desertion from the battle field when the battle is still going on in spite of our will. The consequence of such compromise is not the strengthening but the weakening of our aims; it means the destruction of our unity and leads to the betrayal of the ideals of democracy and progress.

For truth is indivisible,

When only two attitudes are possible, either for or against, the truth - standing by and appealing and compromising on essential issues is practically equivalent to supporting our enemies, whether we like it or not. Non-intervention in Spain and Munich treaty should teach us our lesson.

Only an active attitude toward our common resolutions and their daily propagation among the members not only in the small circle of the leaders, only stubborn struggle for their realization by way of mobilizing great numbers of students for this action, only consistently fighting the enemies of our association, as well on a national as on an international level, only the cooperation with the democratic youth movement of WFDY and its member organizations can guarantee the achievement of the true unity within ~~their~~ the ranks of the member organizations and consequent strengthening of the IUS.

For this purpose we propose that the Council recommend: to the Executive Committee and to the Secretariat: 1) in questions concerning basic decisions to print these decisions in special publications and support them with extensive facts and figures. 2) To fight obstinately the enemies of unity in the IUS, to denounce in particular countries to their face, to combat their anti-democratic activities ~~which~~ in which invariably work under the artificial coverture of democratic phraseology. To do this particularly when they menace the fulfillment of the decisions of the Congress, Council, or Executive Committee in the throes of the struggle for peace, national independence, and democratization of education. 3) To request ample help from the WFDY and its member organizations.

We propose further that the Council recommend: to the student member organizations: 1) Concrete and precise fulfillment of the decisions of the governing body of the IUS, and particularly of those concerned with the organization of mass campaigns in the struggle for peace, national independence, and the democratization of education. 2) To organize meetings in all centers where students live or study, and to give more place in the national students' press to the IUS, its goals and activities. 3) To organize cooperation not only between the leadership but also among all groups of democratic students and youth and to eliminate from their leadership those students, who want and in their practical activities lead to separation and isolation of the student movement from the youth movement.

CONTRIBUTION OF THE ENGLISH N.U.S. DELEGATION TO THE DISCUSSION  
ON THE EXECUTIVE REPORT

Our delegation would like to compliment the Executive Committee on the report which it presented to this Council yesterday. Firstly, because of its balanced attitude towards the many problems with which students are faced today. Secondly, because of the exhaustive character of the analysis of the student situation throughout the world. And thirdly, because of the extensive documentation with which its views are presented. For us this documentation is of the greatest importance in helping us to explain to our students the precise nature of the issues being discussed here. We needn documentation of this kind which explains, rather than political shorthand which tends to confuse.

Further, the report is of more value to the future of the IUS because it is not afraid to criticise in a positive way the past weaknesses of the work of the IUS, of its Council, its Executive and of its member organisations.

We for our part recognise that there have been many weaknesses in our work in England and Wales on behalf of the IUS. We have done a great deal to implement the policies of the IUS and to respond to the many appeals made to us by the Executive. But we feel that most of our relations with the IUS have been of that kind which involves direct contact only between our own Executive Committee and the IUS Executive and Secretariat. Partly through faults of our own and partly through faults of the IUS - both of which we will discuss later in this contribution - it has been difficult for us to draw the great mass of British students into activity on behalf of the IUS or into discussion of its policies. For example, the work which we did to aid the Spanish Republican students, with the exception of one grand campaign, consisted mainly of letters sent by our Executive to the British Foreign Office and other bodies. We cannot claim to have involved the whole student body in our protests.

The second weakness of our work is perhaps the result of a national tradition of comparative comfort and insularity which has tended to divert the attention of our students from enquiring too deeply into the problems of students in other countries, and particularly, as we admit quite frankly, into the conditions of students in the colonial countries. Thus whereas the Executive Committee of the IUS, when discussing the conditions of students in Burma and Malaya for example, find it possible to place responsibility for those conditions at the door of our government, the majority of our students would not at this moment agree with the view expressed by the IUS Executive.



This may be because they have not the information about these conditions or have not taken the trouble to look for it, or, having studied it, have formed different opinions. Whatever the reason, we feel that at this stage we cannot comment on the Executive point of view regarding the question of responsibility for these conditions, but we accept as our duty to pass on all the information sent out by the Bureau of Students Fighting Against Colonialism to our students; and on the basis of the consideration of this information to take necessary action.

Our delegation fully endorses point I of the South East Asia report -- "Students in countries whose governments bear a large responsibility for the oppression of colonial students and youth should take a much more direct interest in the problems of the colonial students and the IUS should help them to do so."

It would be appropriate to mention here that in order to overcome the situation in the past where many of the NUS discussions on the IUS have taken the form of negative criticisms of the formulation of IUS policies, we have considerably reorganised our methods of working in order to integrate more fully the work of the IUS with that of our own national departments and so that our local Unions can discuss the substance of IUS policies more positively.

We consider that in this present discussion National Unions should state how they consider the IUS should carry out the tasks with which it is faced, and the manner in which they as member organisations can strengthen the work of the IUS. We must state that in our view the role of the IUS is not only to formulate policies on the basis of extensive analyses of student conditions -- policies, that is, for the betterment of student life, and so on -- but, in order to give effective leadership, it must devise campaigns which express these policies in terms of concrete activity. They must be activities which involve students in their execution and which in the process educate them in the significance of the policies themselves.

Meetings of this Council and the Executive Committee can pass as many resolutions as they choose, but unless these policies are at the same time conceived in such a way that students can take action to implement them, and unless for every resolution there is an effective and educational campaign of activity, the work of the IUS will be confined to top level discussions and negotiations between the IUS Secretariat and the national executives of the member organisations. In this case we will have failed in our major task of making the IUS a reality for the individual student.

As an illustration of this we would quote the Clinical Conference held in England this summer. We feel that this was inadequately commented upon in the report. To our minds this conference was an excellent example of how to implement, through



activity, the resolutions on intellectual co-operation and how to lay a basis for further work for the democratization of education. Or again, we can best show to our own students the needs of colonial students by involving the individual student in a campaign for relief, particularly in such imaginative schemes as the organisation and equipping of reconstruction teams to go out to the Far East.

All such activities must be discussed further and in greater detail in commissions, which have the responsibility not only to make future plans but to measure past achievements against past resolutions.

Next we have to consider what should be the subject matter of these resolutions and activities. At the last I U S Council when discussing the Australian motion for the clarification of the Constitution we agreed that the chief concern of the I U S is in the sphere of student activities, as outlined in the Constitution and Programme adopted by the 1946 Congress. We recognize that this may at times require the entry of I U S into a discussion of national and international politics in order to achieve reforms which may be an essential pre-requisite for the improvement of student material and academic conditions. In the light of this it seems to our delegation that the veiled reference to the Marshall plan in the Executive report is entirely gratuitous and out of context. This Council would certainly be divided if it discussed whether or not the Marshall Plan has had or will have adverse effects on student conditions. But our main objection to the actual reference to the Marshall Plan in the Report is that the way in which it is referred to is provocative unsubstantiated, unrelated in its context to the student conditions being discussed, and adds nothing to the substance of our report. In these circumstances the mention of the Marshall Plan can only bring division instead of unity into the I U S and it was partly this kind of consideration which moved the Council of our N U S in July of this year to reject that paragraph of the Appeal of the May meeting of the E C of the I U S which refers, again gratuitously and out of context, to the "war-like intentions of British and American Imperialism"

The question of the wording of resolutions is one to which we believe the I U S Executive should give the most detailed consideration. The object of a statement or resolution must always be to gain support. This support can only be gained in all countries if conditions of student life are shown to require action. We can guarantee that our students will be eager to assist their fellows in all countries. But if these conditions are merely expressed as the outcome of an ideological view then we cannot expect our students to overcome their own environment and instinctive patriotism. They will respond to documentation but not to political exhortation. In his report the President referred to the lack of work done by

24  
In his report, the President referred to the lack of work done by the IUS on the "Democratisation of Education" as being a weakness in so far as it tends to regard the democratisation of education as being merely one of the several issues to be dealt with by the IUS. In our view, the phrase "democratisation of education" epitomizes the whole substance of the IUS policy and programme.

For example, one cannot say that either the ESHD or the ICD is mainly responsible for this work. They are BOTH responsible for it, since the democratisation of education requires not only better grants and conditions of study in order to open the doors of our universities to all young people, but also the reform of curricula, methods of teaching and of administration to make it effective. This is the link, in our view, both between these two departments in particular, and in general between all sections of IUS work. For example, we in England know that the more conscious our students become in their own campaign for the democratisation of British Universities around the programme of the N.U.S. "Four Point Policy", so the more they will be able and willing to appreciate the problems of, and to assist the students of, colonial countries in their efforts for the democratisation of education in their countries. No matter which policy of the IUS one discusses, this aim is the source of them all. It is this phrase--"The Democratisation of Education"--which can catch the imagination of the students throughout the world. It shows the continual pattern of the IUS work and the common perspective of all its departments.

As a final general comment on the Executive Report, we would like to say that we entirely agree with the emphasis which has already been placed on the need for a lasting peace, as this obviously is the main prerequisite for the achievement of the aims of the IUS. We hope to discuss this more fully in other sessions and commissions, particularly in the session dealing with International Students Day.

In closing, I would like to repeat the main point of this contribution. That is, that the most effective leadership which this Council and the Executive can give to the IUS is in three stages: firstly, to study the problems confronting the students; secondly, to appreciate the different kinds of organisation which there are in each of the member countries; and thirdly, on the basis of this, to devise student policies which correspond to the needs of students. These student policies should be accompanied by campaigns of activities which involve the individual members of the national unions as well as their leadership.

Our delegation would like to express the faith of our national union in the future of the IUS as the representative of the world student movement, and as a strong and effective organisation working for progress. But to achieve this object this Council must regard itself as the leader of the world student movement and should therefore be concerned not to give long reports which consist of either unrelated information or polemics; but should use their national experiences in order to discuss how the aims of the IUS can best be served and how its programme and decisions can best be fulfilled.

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25

CONTRIBUTION OF THE CZECHOSLOVAK DELEGATION  
TO THE EXECUTIVE COMMITTEE REPORT.

Mr. Chairman, dear friends;

the Czechoslovak delegation identifies itself with the principles of the Executive Committee report, the suggestions of which we intend to fulfill on national scale. We think - and it follows from the report - that the main task which we immediately face is - besides the fight for unity of all the progressive students all over the world and the national independence of their countries - the democratisation of education.

From the rich material which was presented by the report and also by the discussion it results that we are considerably far from achievement of this aim on the world scale. This bad situation is not in the most cases due to the bad will of students and student organisations. We would also hardly find such a student leader who would expressly deny the need of such a democratisation.

But the principles of democratisation of education are indivisible from practical assuring of equal eruditions of study for every gifted young man. Therefore we are of the opinion that our effort must follow three main lines:

- 1/ to assure social support for young people who have ability to study, that means scholarships, housing, cheap books etc., and before all democratisation of elementary and secondary schools
- 2/ to assure full assertion of the acquired knowledges in practical life - that means to assure corresponding profession for every successful student
- 3/ just this last question is firmly bound together with the question of the general economic and political situation in each country. We think that some speakers who expressed the opinion that IUS should resign on political activities, are in contradiction with the IUS constitution which they have accepted. I should like to quote you three paragraphs of our constitution where it is written:

Section III., i): To give active support to all governments and social organisations which strive for peace and security: to this end to fight for the eradication of every vestige of Fascist ideology and oppression from all educational institutions; to combat all forms of discrimination, of falsification of science and the propagation of theories of racial superiority.

Section V., Obligation: Harbour no trace of Fascism or fascist and imperialist ideology, and give no expression to any discriminatory propaganda based upon differences in sex, economic circumstances, social standing, political conviction, religion, colour or race.

3.

same way passing of graduates into the practical life will be planned - that means, passing into professions. Nobody is unemployed and also the salary conditions are incomparatively better than before the war.

3) No more can anything in Czechoslovakia be decided about students without students. No bill can be passed about education without active and effective participation of students. For instance the general lines of the bill about the new organisation of science and education will pass to judgement to the mass of students in plenary meetings, and on the basis of their suggestions will this bill be worked out in details;

Our students have representatives on national committees, state administration offices, in parliament, etc. - briefly everywhere, where the fate of young intelligentsia is being decided. Also every important daily paper has a special student-questions editor. So the public opinion gets acquainted with student problems.

These are our experiences which we want to share with other organisations through IUS. And these are our proposals for the further work of IUS and affiliated organisations, which we would like to include into the ~~xxxx~~ final resolution:

1) The national organisations of students should immediately open the fight and publicity for legal codification of sufficient scholarships for all young gifted people who cannot afford to study from financial reasons.

2) The students national unions should have representation with voting possibility in academic senates, examination commissions, civil executive and everywhere, where the questions of young intelligentsia are being decided.

3) The passing of students into practical life must be planned. When a student has well accomplished his studies, he should have the right to get a fair profession and not to suffer by unemployment.

4) The students must fight against the criminal exaggeration of the war budget on account of the educational expenses.

5) The students must fight for improvement of the low salaries of young intelligentsia, teachers, university professors and scientific assistants.

6) All student organisations affiliated in IUS should make every year a report about their practical activities by which they have fulfilled the decisions of the Council and basical demands of our constitution. These report should be sent to Ex.Com. 2 month before the Council meeting. Ex.Com. sends them to other organisations.

7) The Council should recommend to Ex.Com. to examine more closely the work of affiant student organisations and so to help them to maintain the decisions of the Council and the principles of the constitution.

8) A constant report about democratisation of education and about the good or bad work of national organisations and their officers should be given in the periodical of IUS.

4.

In closing I can assure you on behalf of students I represent, students who fought against the Nazi tyranny already since 17.XI.1939, who were the first to promote and build mutual understanding between students all over the world, that we ~~xxx~~ ever were, are and will be among the first supporters of the ideals of the IUS.

In our reply to the splitters of our unity we would like to quote the words of Czech poem in which the native country says:

If you will leave me;

I will not perish,

If you will leave me,

You will die.

We make the IUS mouth piece in saying these verses.

RETURN TO CIA LIBRARY

-1-

26

Council of the IUS, Paris,  
Sept. 1948

Discussion of the Re-  
port of the Executive  
Committee.

#### Declaration of the French Delegation.

The discussion of the Executive Committee report has shown clearly that the opinion of the French delegation as expressed by its representative, Mr. Trouvat, has not been clearly understood and has even aroused certain misunderstandings.

The aim of this document is to permit a fair understanding of our opinion and to remove these misunderstandings, by making known, without any possible miscomprehension deriving from phraseology or translation, the precise positions and the spirit which are ours when confronted with this report.

The intervention of President Joseph Grohman, to which we were sensible, has already shown on the basis of significant facts, how false and unacceptable were certain of the criticisms made against us, even from the point of view of the IUS itself.

The French delegation hopes simply that after this friendly reminder no one will forget again two important facts, of which the UNEF is extremely proud.

-from the ideological point of view, the unforgettable example of the thousands of French students who fell during the five years of bitter struggle against the Fascist oppressor, continuing on the battlefields and in prisons, in the maquis and the deportation camps the great tradition of the struggle for freedom, the heritage of which has always been faithfully guarded by the UNEF.

-from the practical point of view, the primordial achievements which have marked the expansive action of the UNEF since the liberation: the realization of student unity (in the recognition of the UNEF as the student syndical movement), the struggle for democratization (the general strike against University dues, the successful campaign for the inclusion of students in Social Security, the campaign to increase scholarships to cover the minimum cost of living, and for the presalary, the struggle for peace (the motions of the National Congresses of Strasbourg and Nice to end the fratricidal war in Viet-Nam by a just peace guaranteeing the legitimate rights of each, the foundation of a colonial office, etc.)

Voluntarily limiting ourselves to this brief reminder, we declare frankly that we have had to make a great effort to accept under these circumstances the form and the content of criticisms based on ignorance, and that only in the IUS would we have done so.

We are sure that all our comrades (especially those who like ourselves have had the pride of struggling and of continuing to struggle) will understand that and that no one will be able to forget it again.



-2-

(Declaration of the French Delegation)

The Spirit of our Criticisms.

As regards the criticisms which we are presenting, we are anxious only to say clearly two things:

- It is a question of self-criticisms presented by a particularly loyal member organization with the purpose of strengthening the IUS, and not of criticisms present from the exterior by hostile elements, with the purpose of weakening it.

- it is a question of constructive criticism proposing improvements in what exists already and not of negative criticisms to destroy that which exists.

It is therefore evident that any hope of using these criticisms against the IUS is completely in vain.

Positive Positions.

In the course of his rapid intervention, Mr. Trouvat limited himself to four points:

- 1) General form of the document.
- 2) Allusion to the Marshall Plan and personal criticism of Mr. Ellis.
- 3) The autonomy of member organizations.
- 4) The presentation of examples illustrating the 1st point.

In this document, adopting a different plan, we review one by one the different points in the report of the Executive Committee.

- on the one hand formulating expressly our agreement on the points which we approve and support.

- on the other hand indicating at the same time the improvements and clarifications which seem necessary to us.

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1. Students in the present world situation.

The French delegation completely recognizes this fundamental fact:

"The principal factor governing the further development of young intellectuals is the maintenance of a real and just peace."

Three wars in one generation, ruining schools, libraries, museums, in the devastated zones, decreasing each time the financial means granted for national education by an impoverished State and especially annihilating thousands of young intelligences precious to the future of our country, showing us, finally that there is no free University without a free country, have taught us in an unforgettable way the evident truth of this fact. Therefore, we think that it is appropriate that this essential point be recalled at the very beginning as was done in the report, and that countries lucky enough to have been spared by the war and to live in freedom must whatever efforts necessary to understand its truth.

It is therefore apparent to us that it is exact to say that the first problem of the students of China and of the South East of Asia or Spain is the recovery of peace and freedom in their countries.

(Declaration by the French Delegation)

The friendly criticisms which we have made referred to the presentation of examples taken from other countries, especially those of Western Europe, the USSR and the popular republics.

This presentation seems to us to require modification and improvement for the following reasons:

-presenting the situation of the countries of Western Europe, the report deals well with the unsatisfied needs of students and with the action of member organizations of these countries to meet these needs.

-presenting on the other hand the situation in countries like the USSR and the popular democracies, the report speaks almost exclusively of needs already met and of the actions by which the governments of these countries have satisfied these needs.

This presents serious inconveniences which we believe should be remedied in the interest of IUS.

1) The students of other countries are inadequately shown the part of the students in the USSR and the popular democracies in meeting the actual needs which still exist today, and in obtaining from their governments the decisions favorable to the students' interests.

It seems especially striking to us, as regards the USSR, to see that nothing in the presentation of the situation of the country mentions the actions led by our powerful member organization to obtain the great results already acquired, nor its present actions to meet today the extant needs of Soviet Students.

We, however, believe that it is essential to show students that in every country the member organizations of the IUS are acting to solve common problems.

2) In making an apparent differentiation among the students of the world based upon the attitudes of their respective governments toward them, it shows insufficiently the unity of the struggle of students all over the world.

We must not forget that the enemies of IUS are seeking to persuade students that they must separate in accordance with the nature of their governments.

IUS must, on the contrary show forcibly that students of all countries must not be classed in two camps according to the position of their governments but that they must be grouped in one camp in accordance with their common wish to struggle for the attainment of the aims of IUS.

For that reason we think that the way which is fair towards all countries and which permits the correct conclusions to be drawn is to present on the basis of definite, documented facts the situation in different countries in the same way.

-First of all, the student needs of each country.

-Then the action of the member organization to meet these needs and in this connection, the government's attitude towards such action.

Pay ing attention to presenting in the most useful way possible the situation in the different countries is not a difficult matter; it will, however, facilitate greatly the necessary understanding of

(Declaration by the French Delegation)

this important point in the report.

2) Extension of student democratic movements.

The French delegation also considers the following point very important and very just.

-It thinks that it is absolutely essential in order to develop still further our representative nature at home and abroad, to work at the establishment in each country of a real National Union in the terms of the Constitution grouping the majority in its statutes and in practice, and based on non-discrimination from the social, political, religious, and racial points of view.

IUS must especially make every possible effort to help the attempts of coordination committees which aim at grouping together more and more the students friendly to the IUS and at preparing thus the formation of the National Union.

-As for France, the delegation is anxious to assure the Committee of its firm resolve to increase still further the representative nature of the UNEF by grouping together all young intellectual workers, students at Universities or Colleges.

3) Democratization of Education.

The delegation approves entirely of this point.

- In the matter of the democratization of high schools it seems to us particularly useful to have stressed this point, which in fact is occasionally neglected.

The UNEF will continue in this matter the action undertaken last year of a general strike to obtain education at all stages, and this year of the support given in different cities to the protests of high school students against the increase in examination fees.

- In relation to the vestiges of discrimination, especially of racial discrimination, struggle has always been a tradition of the UNEF, and the violent campaign waged by the UNEF in 1938 against a cabaret which had dared to refuse entrance to a colored student- a campaign which ended by the official closure of this establishment- is still remembered.

This type of action is completely exceptional, because usually unnecessary in our city, but we believe we must develop it in the various overseas countries of the "Union Francaise" to help the students of these territories.

4) Student Unity.

We quote with true enthusiasm the ideas on the obligations created by the sacrifice of our dead and above all, that which has been said in an excellent way on Unity.

We shall cite only a few sentences which have touched us the most. "It is important to understand that the same problems exist in all parts of the world"... "The needs and the interest of students are common and are not material for partisan interests." "For the IUS and those who support it, there has never been any division between the different activities undertaken. Whether it is a question of furnishing services to students or of fighting for their fundamental needs, everything has been done as a part of a general program direc-

-5-

26

## (Declaration by the French Delegation)

ted toward the improvement of the life of the students and the defence of their interests."

"IUS is open to all students, but it must reject any attempt to the formation of blocks or the presentation of ultimatum."

"One of the most effective means of creating student unity is material aid."

Such remarks encourage us to continue our own efforts for Unity, like those made at the time of the conferences of Leyden and Bruxelles, or at the time of the Czech crisis by the French-English motion.

## 5) Our Contacts with Students.

The delegation believes that the report has well indicated the two major sources of weakness: on one side, the inadequacy of contacts among the students of different countries; in addition the insufficient support given to the central organization at Prague by the national organizations.

For us it is only important to clarify very distinctly certain precise points: as no measure is taken to attribute responsibility of the executive organs. The delegation thinks, exactly as is said in the report, that the one place where one can criticize the work done by the IUS is in its deliberative Assemblies, - that is to say in the Council and the Congress.

The same position was taken in the Franco-English motion after the events of Prague.

The Secretariat and the Executive Committee, as executive organs, elected by the Council, are totally responsible before it - and before it alone.

The Council and the Congress, as deliberative organs including all member organizations on the basis of proportional representation, alone take decisions and evaluate the application of these decisions by the executive organ.

Autonomy of Member Organizations.

In that which concerns the right of criticism by the IUS of member organizations, we think that the IUS has the right and duty to make friendly criticisms to the member organizations which do not apply the decisions taken in accordance with the constitution which they have signed.

In that which concerns autonomy of action for the national organizations, we think likewise that it should be clear, as the report well says, "That none of us has ever wished and none of us will ever wish to diminish the value of the rights of our member organizations to autonomy."

This position, though evident, should be well clarified, in order to avoid any misunderstanding harmful to the unity of the IUS.

We think that the simplest procedure would be to make the following clarification:

a) IUS can and should take a stand on all questions concerning the students of a country, when there is no member organization in

-6-

(Declaration of the French Delegation)

these countries.

b) The IUS can and must take a stand on all questions concerning the students of a country when the member organization of this country asks for and expresses agreement with such action.

In this way, for example, it has become the duty of IUS to undertake actions concerning the Spanish students when our member organizations ask this of us.

c) The IUS cannot, on the contrary, take a stand in any case on an internal problem in a country without the opinion or against the opinion of its member organization.

To act differently on this last point would be evidently a violation of the principle of national sovereignty, and would incontestably show a mistrust in regard to member organizations, which would have no further recourse but withdrawal.

But we insist that it is important for a fair understanding of the IUS, that in all its direct relations with member organizations it pays attention at once to the form and the content of the subject matter of its interventions, in order to avoid all misunderstanding in this regard.

It is in this spirit that our national Council unanimously found it necessary to offer a friendly but precise criticism in relation to a letter sent to our organization and to ask a clarification essential to us on this subject.

Effects of the Marshall Plan on the Conditions of Students.

In relation to this question we only wish to state our opinion that it is the role of each member organization concerned to study the effects of this plan on the condition of students and to act consequently according to results of these effects.

In the case of France our National Council has not yet taken any position.

Criticism of Mr. Bill Ellis.

As has already been said by Mr. Trouvat and by various other delegates, the delegation thinks that one should always present criticisms in such a manner as to reflect upon actions and not upon persons.

Participation of Member Organizations in the Secretariat at Prague.

The delegation recognizes that the lack of direct contacts with the Secretariat at Prague is a source of many imperfections.

The absence of the Soviet members seems to it particularly regrettable, and the delegation thinks frankly that it is the same in the case of France.

This question will be carefully studied within our organization.

-7-

(Declaration of the French Delegation)

6) Workers and students working together.

The National Congress of UNEF held at Grenoble in 1946 has solemnly taken a stand, in voting the charter of the Student, in which he is recognized as being a young intellectual worker.

-as young, the student has the duty of integrating himself in the totality of national and world youth.

-as worker, the student should be conscious of his solidarity with the workers.

Thus the UNEF has this year led, in close accord with the trade unions, its great fight for the inclusion of students in Social Security.

7) Relation with other international organizations.

The IUS must have the most friendly and the most practically effective contacts possible with all the movements which can aid it in its action for the students of the world.

The IUS must only be careful to preserve always its autonomy and to keep its own liberty of action when necessary.

8) Work of IUS for the interests of students.

The criticisms made on the different activities and the work of the Department have seemed very just to us. Specialized committees have charge of the details on each point.

We only want to say how much we are in agreement for the support of the continual development of the practical efficacy of the IUS.

We must not only proclaim the rights of the students, but must realize them in practice; we must not only solemnly declare the needs of students, but must actually do something ourselves to meet them.

We are sure that the strengthening of the practical effectiveness of the departments is actually the best means of developing IUS, as it gives confidence to students in general.

We are pleased to approve in this connection the efforts made in the last months by the Secretariat to increase the efficacy of its publications by making them more precise and better documented, by making them more appropriate for direct comprehension by the students of each country.

IN CONCLUSION:



-8-

In conclusion the French delegation expresses the hope of all the French students of seeing an IUS ~~even~~ more representative of all the students of the world, ~~even~~ more able to recognize their needs, ever more effective practically for the satisfaction of such needs.

It brings to the Council its total support, that this hope may be continually more and more realized.

Live the International Union of Students.

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27

REPORT OF THE ACTIVITIES OF THE UNION OF DEMOCRATIC STUDENTS  
OF AUSTRIA TO THE IUS COUNCIL-MEETING  
1948

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During the last two semesters the Union of Democratic Students of Austria has continued to pursue its path of defending the interests of Austrian students, of organising discussions and various events in order to provide the means for students to develop their political and social views and to meet socially, to improve their knowledge, and last not least of maintaining and strengthening friendship and cooperation with the fraternal student organisations of other countries within the framework of the International Union of Students.

They were semesters of hard and active work and of a number of successes. The UDS been able to grow and strengthen and consolidate itself and of acquiring new friends and supporters even outside its own membership.

The advance of the UDS has to be measured against the background of an unprecedented orgy of attack and calumny against the UDS on the part of the Oesterreichische Hochschuelerschaft and the Catholic and Socialist Students organisations in Austria, not least in connection with the consistent support given to IUS by the UDS. The campaign against the UDS reached a temporary climax during the general student elections of January of this year, when the UDS, the only non-party political students group in Austria endeavoured to receive permission by the Ministry of Education to put up candidates. But in spite of former promises, repeatedly given, particularly at international gatherings, there was no support forthcoming by the other student organisations mentioned. Even the proposal made by the UDS to the Communist and Socialist students groups of enabling UDS candidates to run on their lists, was refused with ridicule and animosity by the latter. The only students organisation which at this, as at previous occasions showed its democratic understanding of the question at issue, which was that of the freedom of students to choose their own representatives, was the Communist students group, which agreed to include UDS nominees prominently on their panel of candidates, thus forming a "List of Democratic Students" which put forward a consistent programme of student demands. True to the necessities of the Austrian student movement and conscious of the obligations undertaken at the last Council meeting of the IUS, the election demands included a number of points designed to democratize the purely bureaucratic structure of the Oesterreichische Hochschuelerschaft and thus to advance towards a transformation of that body into a National Union of Students.

As against our programme the other groups had issued posters and leaflets which instead of dealing with problems common to all students, endeavoured to maintain an increase the cleavage on ideological grounds, existing among Austrian students to-day a cleavage which is maintained by the general Austrian situation, the policy of the coalition parties in Austria (Catholic and Socialist Parties) and by the fact of the continued fourfold occupation of our country. Among the campaigns for direct student interests during the period of report, were those against threatened raising of tuition and laboratory fees, against the effects on students of the reactionary currency reform introduced in Austria, against the formation of an Austrian army directed

-2-

against our neighbouring countries and at the same time against the progressive and democratic movement of Austria itself. In the first two cases we were able to force the other student organisations to take up a similar stand.

The campaign against the formation of an army in which the UDS is co-operating with other organisations we consider an important contribution from the side of a small country to the general struggle for the safeguarding of the peace, of which our demand for the removal of all foreign troops from Austria is another part.

An important success of our work has been the founding of a regular student publication, the "Hochschul-Zeitung" which enables us to pass on our opinions and proposals to a wider section of the Austrian Student body while at the same time providing us with a good centre around which we ~~have~~ can organise the faculty groups of the UDS, a task in which we have already made progress and which we are pursuing. This success in starting a student journal we consider all the more noteworthy in view of the fact that the "Akademische Rundschau", the periodical of Oesterreichische Hochschuerverschaft, has long since had to suspend publication due to the lack of student support, while the Socialist Students "Strom" has for some reason now dwindled into an occasional supplement of a Socialist Party Paper. Thus apart from the "Student" a cultural periodical of the Catholics rather than a student paper, the "Hochschulzeitung" is the only student organ in existence.

While the work and the ideas of the IUS have received no publicity from the side of the other student organisations in Austria, the UDS has endeavoured to publicise IUS and to carry out the joint decisions. On the occasion of International Student Day leaflets explaining the scope and the importance of its existence for Austrian students were distributed, calling also for attendance of a mass meeting to which the President of IUS was invited.

Our election programme and publicity material included unreserved support of the IUS as did our "Hochschulzeitung" After the last Council Meeting when the other student groups were full of slander against the IUS we had a detailed interview with our Council delegate published in the weekly Youth paper "Jugend Voran" which gave a real account of the IUS and the Council Meeting.

In view of the comparative smallness of our organisation we have not been able to carry out campaigns in favour of all the students movements of the world fighting for their freedom. We have, however, endeavoured to give our support commensurate with our means. Apart from resolutions of greeting and protest, our organisation has intervened in support of an antifascist Greek student in Austria threatened with deportation to Greece, members of our organisation have taken part in a great youth demonstration against the Greek Government Embassy in Vienna. In connection with the Spanish freedom struggle we have shown a film of the Republican army in the Spanish war of intervention to a student audience of about 800. Our representative has taken the initiative in getting a token student collection started in support of Indonesian students.

From the part of other student organisations there has been a conspiracy of silence interrupted only by occasional unprincipled attacks about these questions. This is the less surprising when one reads the pronouncements of catholic student representatives claiming in view of the fact-

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that the Austrian Socialist Student organisation has been instrumental this summer of forming a "Socialist Students International" in strict opposition to the IUS

This year the UDS has organised several students camps and has established contact with a number of student organisations in other countries for the purpose of international student exchange. A number of our members have also taken part in youth working brigades to other countries, an activity which has not only strengthened the bonds of friendship with our colleagues abroad, but have also helped further to establish a strong cooperation and unity between students and other sections of our youth. In this connection we also consider the initiative taken by our organisation of providing holiday practice in various factories an important success to be followed up and extended still further. During the time of report we have succeeded in overcoming a number of organisational weaknesses. All in all we feel that the UDS is becoming increasingly able to undertake the many tasks facing the progressive Austrian student movement.

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THE REPORT OF ALL BURMA STUDENTS UNION TO THE IUS COUNCIL MEETING - PARIS

Before stating the present condition of education and our needs, we should outline to you the present political situation which greatly needs reflection on the national education.

Now-a-days, imperialists are adopting an indirect policy to put our entire nation in the chains of servitude. That is to say, they resort to new ways of economic and military domination. As a result of this indirect rule, economic crisis reaches its heights. Consequently, the nation suffers politically, and waves of revolution sweep over the country. On the other hand, the undemocratic activities of the reactionary government become more intense than ever. Economic crisis and political repression of the government aggravate the revolutionary tide of the people. The present government has deprived the people of the fundamental rights and at the same time has acted as an agency of imperialism. The government takes drastic steps in oppressing the revolutionary mass with might and means.

As the government is busy suppressing the mass, the education of our country is totally neglected. Democracy disappeared and our educational system is far from being democratic. The shouts of the reactionary government for democratic educational system are nowhere. Therefore the democratization of education is urgently needed. The present educational system is the same old British imperialist-designed colonial education.

Now the Burmese students are struggling for expansion and democratization of education.

Educational Situation The government, in its newly declared policy, intended to establish free compulsory education. But up to this day it has not been materialized, even on a small scale. But the peasants and workers cannot send their children to school, as the children have to work to supplement their families' inadequate income, as to help in their work.

Regarding the middle school education, the government has already only opened 1,500 primary schools and 125 post-primary schools, which is a small number for the student population of the country. Even then, these schools have to run with lack of equipment, books, leaders, and buildings. Again there is another problem. Due to the fact that there are only 125 post-primary schools, the school-boys who got through the primary classes cannot join the upper classes, as there is no room. In this way, the government deters the young generation from getting higher education, and therefore it is violating our very object of extending education.

At present, almost all the schools of the whole country, with the exception of Rangoon University, have to run with insufficient teachers. The main root of these difficulties is due to the government's discouragement on this noble occupation by giving very low salaries. The salary of the senior teacher is the same as that of the office boy of the Secretariat of the government. The scale of scholarships and stipends awarded to students is unproportional and very low.

University There are 12 universities in England for a population of 41 millions, and in Australia there are 6 universities for a population of 5 1/2 millions. In the U.S.A. there are 1,720 institutions

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of a university type for a population of 130 millions -- while in Burma there is one university for a population of 16 1/2 millions. Up to this day, there are only one medical college, one agricultural college, one engineering college, and one technical school, which is a very small number for an agricultural country like Burma.

There are still many difficulties in entering the University. Due to the present economic crisis, while people have been reduced to extreme poverty, the cost of university education is very high. The University student living in a hostel has to spend at least Rs 1000/ per year. So the peasants, workers, lower, and lower middle classes, who constitute the vast majority of the people of the country, cannot send their sons and daughters to the University. In our country, the University means an educational institution merely for the upper classes. University education itself is not worth paying for - it only provides the civil servants to the government bureaucracy.

All these sufferings are the result of the colonial educational system and the government's unproportional allotment of the budget. The government gives only 2% of its budget for education. Concretely speaking, only Rs:50,000,000 are allotted for education, whereas Rs: 190,000,000 are spent on defense, defense in the sense of suppression against the revolutionary masses.

Now Burmese students are demanding:

1. To establish free compulsory education, as quickly as possible.
2. To provide sufficient salaries for teachers, sufficient textbooks, and equipment.
3. To increase their expenditure on education and to reduce the expenditure on so-called defense.
4. To open more educational institutions for higher and useful education.

Politically, we strongly demand to retain all democratic rights in the hands of the people and to denounce undemocratic activities of a strong fascist type on the part of government.

Now, the students from Arakan division and Myuigyan district have gone on strike and demanded a better life. In Arakan division, the whole area has seriously suffered from the governments suppression of the democratic revolutionary masses.

In Myuigyan District of Upper Burma, 5,000 students demonstrated against the present government's suppression of the masses and continuous arrest of democratic leaders. The whole country is in chaos. Even inter-district communication of some parts has been cut off.

Day by day our struggle for a better life is more intense; on the other hand, the government's repression is more heavier than ever. We have decided to destroy every element which destroys democracy, and we will intensify our battle for expansion and democratization of education.

We regret to state our failure to attend the IUS Council meeting. The failure is due to the government intention and practice to prevent the Burmese students from going outside the country and having contact with the democratic students of the world. We hope for every success of the IUS Council meeting and send our fraternal greetings to all delegates.



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1000 LIBRARY MATERIAL FOR INTERNATIONAL STUDENT WEEK 1948.

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This report was suit  
by North China S.Fed./

### LIFE OF CHINESE STUDENTS.

For nearly a century China has been under the double oppression of feudalism and imperialism. The policy of the ruling class is to betray the people wedge the Civil war and squeeze the people. As a result, the economy of the nation is on the verge of collapse and class distinction becomes more and more obvious for the majority of the petty bourgeoisie families are going toward bankruptcy while the capitalists gain more and more profits. This is the social and economical background of the Chinese students.

Moreover, education is neglected in this country for "military expenses come first" that is more, it is controlled and repressed. From the following officials figures, one can see how the government regards education as of no importance at all. In 1945, 3.01 % from the total government budget was allotted to education and in 1946, 4.27 %. Part of this money had been used for supporting the KMT party organizations and military training institutions. So the actual percentages used for education in these two years were 2.55 and 3.6 respectively, while that of 1947 was only 3.3 %. So the students suffer extreme poverty and face unimaginable difficulties.

### TUITION BARRIED YOUNG PEOPLE FROM SCHOOL

Chinese students have always been troubled by the problem of tuition. Many children are unable to enter school because they cannot afford to pay the fees and for the same reason many young students have to discontinue study. At the beginning of every term, there are a great number of students who strive hard yet fail to get enough money for their tuition fees and are compelled to leave school.

### NATIONAL SCHOOLS

The Government sponsored national schools usually receive financial support from the Ministry of Education so the tuition fee there is comparably low. Due to the lack of fund there are only a few such schools and every term there are students participating in the entrance examinations of about ten national schools, but only 3 to 4 % of them are admitted. Some presidents avail themselves of the opportunity to reserve some of the vacancies for his own friends or relatives or to students who are connected with influential personnels. Once just after the entrance examination of a national school in Shanghai (The National 16th District School for Citizens), 90 % of the students, numbering over one thousand were not admitted. This meant that they were deprived of the chance to study. To protest against the injustice, the group started a riot, surrounding the school and destroyed school properties.

### PRIVATE SCHOOLS

Because of the inefficiency and corruptions of the national schools, most of the young people in China get their education from private schools. But such schools get no financial support from outside so they depend on

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the tuitions paid by the students to balance their budget. Due to the inflation, the tuition fees doubled, tripled and multiplied without end, thus many students have to give up studying. Further, some school authorities just take the school as a shop and the students their consumers, and they make profits out of education which becomes "business-like". Such are very common in primary and secondary schools and also in some colleges. For instance, students have to pay money for a drink of water, for going to the toilet, for parking their bicycles etc... They have to contribute money for the school's new buildings or its new piano etc... This is a heavy burden for students, just as the taxes and contributions imposed on the people by the government are heavy burdens for the people.

### SCHOOL SLIPS

The government granted scholarships a small portion taken from the heavy taxes that the people paid. Students are examined and if their "behaviors are good" which means they obey the government, and they pass the entrance examinations, they are granted this privilege. But scholarships are usually bestowed on the special agent students or on a few whom the school authorities consider reliable as political thoughts are concerned. This was fully illustrated in the Student Aid Campaign in 1945 when students cooperated with the government to raise fund to help poor students. Many students who actually participated whole-heartedly in collecting money from the shops, public houses, and passers-by on the streets but they were not granted scholarships while the San Ming Tzu I Youth Corps students who did nothing got most of the scholarships. One girl devoted her whole summer vacation to this campaign but she was not given any help and hence had to leave school crying bitterly. Sometimes, the government promised a sum of money for scholarships to pacify the students' demands, for instance, in 1947, Mayor Wu of Shanghai promised ten billion dollars (CNC) for scholarships to stop the students from joining in the Student Aid Movement. But after-afterwards, nothing was heard of this sum.

### \$ THE WAY OUT

Most of the needy students then have to find out means by their own efforts or depend on their families who have to be very thrifty in order to support their children to continue on studying. Some turned to earn some money in working or join in the Student Aid Movement and solve their own problems through mass actions.

### WORKING STUDENTS

The working students are common in universities in big cities. They work as primary school teachers, private tutors, typists, copyists, salesmen and study at the same time. Their studies are greatly affected but they are still the lucky ones for only one out of a hundred can get a job in this country where unemployment is a social problem. In the classified advertisements of newspapers, there are endless announcements of students seeking for employment in any kind of work. For primary and secondary school students, they can only work as small peddlers, newspaper seller, or even attendant boys. Numbers of poor students increase daily while

inflation and unemployment becomes more and more serious, and many working students are now compelled to work only and give up studying.

### STUDENT AID MOVEMENT

The student aid movements have a special meaning in the history of Chinese students' movements. In Shanghai alone, where there are more students than any other cities, there had been four big campaigns not considering the minor ones in the past two years. Such movements supported by the mass of students and sympathized by people of all walks of life spread widely throughout the country. The students participating in these movements totaled 100,000 and over 20,000 needy students received help. After the May Movement of Anti-Hunger and Anti-Civil War, the National Students' Federation of China called on another nationwide student aid movement which took place in Shanghai, Nanking, Peiping, Tientsin, Koa, Canton, etc...

### NO LONGER EFFICIENT

But this possibility of solving their own problems through their efforts is decreasing every day and gradually becomes futile. For the economical and political situation is causing a general decrease in the peoples' consuming power and fund raising becomes more and more difficult. The last movements were successful in getting sympathy but not in actual material contributions.

Therefore, the Chinese students will be facing an unprecedented educational crisis in which, according to a rough estimation, 100,000 to 200,000 middle school and college students will have to leave school.

### FOOD AND NUTRITION

After overcoming the tuition problem, the second problem that the Chinese students have to solve is "how to maintain his living". Nutritious food, proper clothing and medical care are considered luxury by Chinese students. Food to them is just a question of how to keep from starving to death for most of them are half-starved. In most of the national universities, only rice mixed with sand and stones are served with vegetables. Sometimes, merely rice and meat is seldomly or never given. It might be as bad as unable to serve the three meals regularly but instead will be some black bread for which the students have to fight otherwise they will get none. This was the kind of food the lucky scholarship students are getting while many others do not get this amount. In private schools there are food obtained from relief organizations which included black bread and water only. The working students eat on the tram or chew a hard lump of bread in class. In one middle school, it was reported that students had nothing to eat for a few days and their appeal to the government was received with indifference.

### OLIVER TWIST ASK FOR MORE

The government not only pays no attention but forbids them to ask for more. Last year in May, the students demanded an increase of food

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-4-

subsidy from \$ 30.000 to \$ 100.000 (CNC) the exchange rate of which is at present 180.000 to one US dollar., which is too reasonable as compared to the cost of living but the government answered these hungry students with machine guns and toomy guns.

#### UNDER NOURISHMENT

For lack of energy, students' interests in sports decreased for they would rather take a nap during leisure hours than go to a football game. In May, 1947, a student from National Central University died in hospital without any specific diseases which is to say, that he was simply starved to death.

#### CLOTHING

Clothing as compared to food is of minor importance to these half starved students. It is no surprise that many pawned their clothes. From a rough estimation, out of every 1000 students, 400 wears relief clothing. Some sold their relief clothing to buy food for clothing is useless to them is then should be starved to death. In north China where the temperature is under zero degree, the students who have not enough clothes and no money to buy coal remain trembling in bed waiting for the coming of spring.

#### HEALTH

Under such conditions it is natural that students are very susceptible to diseases of which the most common and serious one being tuberculosis. In an TB clinic in Hankow 616 patients were admitted and among them 281 constituting 40% are students. In a school in Shanghai a physical examination has found over hundred students who have TB and eighty of them had spit blood during the final examinations. For poor students, this disease of consumption is beyond their ability to cure and its results are tragic., especially in this country where there is the lack of medical supplies and equipment as well as hospitals that are infected with TB instance, in Tung Chi University, one student was infected with TB and he went to a hospital. The doctor advised him to enter the hospital but according to hospital regulations he had to pay part of the medical expenses first. This, he could not afford and he was sent home. He returned to school and in utter despair committed suicide.

#### LACK OF CAMPUS GROUND

The lack of school grounds proved to be serious. Schools are over-crowded and the small shattered houses are without proper ventilations and light. Seventy to ninety students crowd in one classroom which is only big enough for fifty student. There are no spaces for desks and teacher can hardly find a place to stand. Further they have to raise their voice so that the students can hear his for the lectures next door is distinctly heard through the thin walls. Some schools adopted the system of half-day schools that two schools can use one building. Universities formerly had better campus but most were devastated during the war. Government subsidy is unreliable for instance, in Peiping, two billion dollars were given for repatriation of 250 schools while twenty billion

-5-

... are given to training institution belonging to the KMT party. One college having no ground of its own, borrowed a middle school campus so all their classes are held in the evening. In another college there are only four classrooms that have to meet the needs of ten classes. So they take turns in using these four rooms. During free hours, students all stand in the corridor, gossiping and gazing at passers-by for only a few schools provide reading rooms and libraries where a student can go to study.

Some schools have no chairs and desks and students have to carry their own stools from home. Some poor students have no spare stools and they sit on a piece of stone. Other schools have only small and low desks and chairs which cause unnecessary fatigues on the part of the students.

### DORMITORIES

There are no dormitories in some schools and when there is one, it is just a few tiny rooms filled with the so-called "dove-cages" which is a kind of very narrow double beds. No space was left for tables so most students study and write reports on their beds. This not only affected their spirit of studying and quality but it becomes a source of quarrel. For in such a tiny room, there is only one window and naturally the bed next to the window will be the most desirable. The one dim lamp in this room is also the cause of trouble, for everybody tries to get hold of the beds nearest to the light. At the beginning of every term, there are always some students who turned dead enemies to one another after fighting for such benefits. This is just one example out of heaps of others and all these happened in private schools where students have to pay very high tuition fees and boarding fees.

### WASTE OF ENERGY

Non boarding students suffered just the same. With the exceptions of a few rich families, that own big mansions, most students' families shared a house with other families. They have no peace for father, mother together with naughty youngest brothers and sisters crowded in one room which serves as the study room, dining room, and bed room. Some even have to utilize the time after school for some other works especially those working students while for girls, they have to do house work such as washing, cleaning, looking after children, or even cooking aside from their heavy school work.

Hence the energy of Chinese students that should be devoted to study are thus wasted and squandered.

### PROFESSORS

This is another aspect of poorly administered education. Seventy percent of all unrests happening in the educational field are caused by the poverty-stricken professors who appealed, petitioned, struck and resigned in groups in protest against their low salaries which are lower than that of a coolie worker. Not only was it low, but it was not paid on time but three or four months afterwards. When everything is not expensive nowadays, many teachers went to lecture with and

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-6-

empty stomach and their minds pre-occupied with the problem of how to maintain the living of his family. The following illustrations are by no means exaggerations. Yang Hwei, a famous writer and professor, went to lecture carrying with him his two years old boy. He excused himself saying that his wife was sick in bed. He had to do all the household work including looking after this boy. His lectures are constantly interrupted by the crying boy. Another professor, Su Bau Tsing who is an authority in Mathematics gets the highest pay among all professors but still unable to support his family. He had to cook, wash, clean the floor himself. So once he asked the Minister of Education Chu Chia-Hua openly in the face: "Do you want all college professors to write articles or to sweep the floor" For primary schools and middle school teachers it is still worse. Many had to work 16 hours but still unable to feed himself and his family. Stories of how a teacher, sick and poor committed suicide together with his family are so often heard that people take it for granted.

Students sympathized with their professors too well to ask anything more from their teachers.

### BOOKS

Reference books, text books, laboratory equipments, instruments and stationaries are another difficulty Chinese students have to face. Textbooks for primary and secondary schools are cheap but many children are using old books left by their elders or borrow from elsewhere. Text books for college students are from abroad and only one in thousand can afford to buy such expensive books. Students have to use the copy editions made in China but now they are deprived of this privilege for the Si-American Commercial Pact forbids the recopying of books. Many schools use old texts or use no text at all but the lectures prepared by professors ten years ago. So students study and learned lots of old useless stuff.

### EQUIPMENTS AND INSTRUMENTS

Equipments in both national and private schools are insufficient and inadequate. Most of them are pre-war stuff or broken and incomplete one left by Japanese. In some schools, you will find students working strenuously on surveying instruments which give inaccurate results. In many colleges, there is no high power microscope and a class of twenty or thirty worked on one microscope. In chemistry laboratories, there is only one broken balance while chemicals are both too expensive and not available on the market. Those are examples taken at random and in many cases it is much worse.

Individual poor students are having very difficult times in purchasing some instruments for example, a stethoscope for a medical student, a slide rule for an engineering student are absolute necessities but they can only buy the cheapest kind and second hand ones. Some even found stationaries to be a burden.

### OPPRESSIONS

Strict control over thought and KMT party interference in education



are the characteristics in Chinese schools. The corrupt and inefficient Ministry of Education set up all kinds of unreasonable rules to deprive the students of all elementary rights stop them from engaging on any activity be it right or wrong. In some schools, students are not allowed to go out of the school gate. They are not allowed to organize freely, set up wall newspapers or their own meetings of discussions, lecture or even a dining room. To put into effect these regulations, special students acting as spies are placed in each school to watch over the students. Thus, in addition to the lack of material comforts, there is the lack of freedom.

But students are not so easily fooled. They strived to improve their living and studying conditions but they were oppressed with inhuman violence. From V-J Day till now, thousands of students had been mercilessly beaten, dismissed from school with the false charge of "agitating the student unrest" illegally arrested, cruelly tortured and secretly murdered.

Chen Kwan-teh of Tatung University was beaten by the special agents and one of his eyes was pilled out and he was still under detention. Yu Tso-San the chairman of the Students Association of Chakiang University was illegally arrested without any warrant of arrest and was secretly murdered. Three other students arrested together with him were tortured and then sentenced seven years of imprisonment. Shan Kao-Shan, the leader of Student Aid Movement was arrested and whose whereabouts were unknown. Three students in Wuhan University were shot to death by dum-dum bullets. Hundreds of students are forced to live in exile, wandering on the streets after being dismissed from school without any reasons but "disturbing school order" "bad behavior" They move from house to another as their safeties are being threatened at every minute and many of them were wounded. For them such treatments are more cruel for they have no home and no money. They receive no medical treatment to their wounds and only their fellow students are extending to them their helping hands which is very little being poor themselves. More than this, many wounded ones were taken to prison and further torture. Among them were girls who received by no means any better treatment. For instance, Chu Yuan of Shanghai Law College was threw into jail without any medical treatment after she had been stamped on, her hair torn off and her head knocked against the pavement several times. Men Chin Yuan of Fudan University had been detained for seven months during which she was infected with TB but not allowed to be taken to hospitals.

There are the best sons and daughters of China. They are righteous, capable and willing to help other students; Most of them were separated from their families and lived under terrible conditions suffering poverty, hunger and cold. Because they actually went through such hardships they were conscious and they bravely joined in or with the fight for betterment of their own conditions and for the benefits of their country. They were the first ones to sacrifice for the course of freedom and democracy and their sufferings are that of all the Chinese students.

#### BASIC CAUSE POLITICAL

The basis of all the sufferings are political.

-8-

The present dictatorial regime brought to the country poverty and Civil War and they brutally repressed these innocent, patriotic, students.

Therefore, the problems of the Chinese students are fundamentally political.

The lessons learned through these painful struggles will never be forgotten. If political situations are not improved better living and studying conditions will be impossible. It is why since V-D Day the student movement became political in nature and students' demands are political demands.

Chinese students form a strong force in the people's struggle for democracy and better life. Many outstanding leaders and the best fighters shed their last drop of blood courageously. With more determination and further assurance of their final victory, the Chinese students are continuing their struggles and facing blows and oppressions fearlessly.

Chinese students are extremely poor and miserable and need help. But help in the form of relief alone cannot solve the problem fundamentally. Only when there is a democratic government, could there be a better living and studying condition. Toward this aim, the students are striving unceasingly though at the same time, they wait for strong and powerful support from all over the world.

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I.U.S. COUNCIL MEETING - PARIS SEPTEMBER 1948 -

DANSKE STUDERENDES FALLESRAAD

NATIONAL UNION OF DANISH STUDENTS

Brief report on the activities 1947 - 1948

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In the course of the last year the importance and influence of the National Union of Students have increased considerably in relation to the students as well as in relation to authorities and public. To a growing degree it has succeeded in making the individual students understand the importance of an organisation which gathers all the students of the country and attends to their common interests, to coördinate the work of the individual member organisations and to make more active their efforts within the NUDS, to create understanding within the public of the just demands of the students and to strengthen the influence of the NUDS towards university authorities as well as to state authorities; a proof of the latter is among other things the increasing number of official committees and commissions in which the NUDS achieves representation.

#### National Work :

An essential part of the national work of the NUDS has been concentrated on the work with an improvement of the social, economic and health conditions of the students. Some items of the work have to be stressed.

Most important in this connection is the work to carry through a new system of scholarships which is to secure a further democratization of the higher education in giving all students of limited means who have passed first part of their examination a right to have a scholarship sufficient for the necessities of life. The work with is not yet finished. A representative of the NUDS is chairman of the committee in one of the commissions appointed by the Government for treatment of the problems of the youth which is occupied with the educational conditions of the youth. In this committee the proposal is now being treated. In connection with this work the NUDS together with the Youth Commission made an extensive statistic of the social and economic conditions of all danish students in the spring of 1947. The final figures from this research shall be available in a very short time.

For treatment of the special conditions of the students at the two universities of COPENHAGEN and AARHUS a commission was appointed consisting of professors and students. Even it was not succeeded to make the commission as a whole agree to the students' proposal for right of scholarship, part of the professors have, however, on principle joined the point de view of the students. The result was that the commission makes two proposals, partly that of the

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page 2) NUDS --

students for right of scholarship partly a proposal which is not going to assert right of scholarship, but still means a quintuplement of the sum of the scholarships. The student representatives have approved the latter proposal as a subsidiary solution, but is of course going to continue the work for the assertion of a right of scholarship for all students of limited means.

The NUDS has moreover worked out to the Youth Commission a detailed proposal for the abolition of all remaining study charges still to be found in certain places of varying sizes. Besides the students' taxation problems have been worked at and special proposals for the benefit of the students in this respect have been made.

Beside the question of scholarship, the housing shortage is the most important problem of Danish Students. On account of the shortage in building materials in Denmark it had not been succeeded this year to build any of the hostels planned for students ( we have among other things plans of a special hostel for married students). The NUDS has strongly supported a proposal made by the Youth Commission for housing rationing in order to procure rooms for the Youth. This proposal was recently carried through by the parliament in a moderate form and will no doubt improve the housing conditions of the students in the present situation. On a longer view a hostel is after all the only satisfactory solution--.

Last autumn the NUDS organised a great demonstration where 3-4000 students and other young persons addressed themselves to the newly established housing ministry in order to stimulate the work at the improvement of the housing conditions of the studying youth--

In order to enter into closer touch with the youth of secondary schools and guide it in its choice of studies, the NUDS held some meetings in the spring for the pupils of the secondary schools of great COPENHAGEN in which among 1000 took part--

An effectivization of the organisational conditions and a projection of the secretariat has been carried through in the past year. Thus the plenary session of the NUDS is now gathering every month. The finance of our organisation, however, still leave something to be desired.

Through " The Common Board of Danish Youth Organisations " and also differently the NUDS has a good and fruitful cooperation with the rest of the Youth.

#### Scandinavian work :

The students of Norway, Sweden, Finland and Denmark as well as of Iceland where the conditions are so highly alike have a traditionally close cooperation . A principal item in the Scandinavian cooperation during the last years has been a scandinavian student conference in June 1948 Oslo in which was attended by 10 delegates from

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page 3) NUDS,

from each of the Scandinavian National Unions in order to discuss common problems. The conference was first and foremost concentrated on the social, economic and health questions of the students. Besides it can be mentioned that it was agreed to hold a meeting between Scandinavian students and working youth in the summer of 1949 in DENMARK, that the conference agreed to a plan for the establishment of a common Scandinavian committee for research on student problems with a permanent secretariat preliminary situated in COPENHAGEN, and that it was agreed to investigate the possibilities of the establishment of a common Scandinavian travel bureau for students.

#### International work :

With Danish students there exists a still increasing understanding of the importance of international cooperation which is especially proved in the rapid development of the international student Committee (DISC) with functions as the international organ of the NUDS. The DISC has extended its working sphere considerably in the past year, and international work occupies a still greater place in the program of the NUDS. A few domains within the international work are to be shortly elucidated.

#### Travels and exchange :

In the summer of 1947 about 1000 Danish students were sent through the DISC to Albania, Austria, Bulgaria, CSR, England, Finland, France, Holland, Hungary, Italy, Norway, Poland, Scotland, Sweden, Switzerland and Yugoslavia, and in Denmark about 500 foreign students were received from Austria, Belgium, Canada, CSR, England, Finland, France, France, Holland, Hungary, Iceland, Indonesia, Italy, Norway, Palestine, Scotland, Republican Spain, Sweden, Switzerland and U.S.A.

In 1948 about 1700 Danish students are sent to Austria, Belgium, Bulgaria, CSR, England, Finland, France, France, Germany, Holland, Italy, North Africa, Norway, Poland, Scotland, Sweden, Switzerland and Yugoslavia, and about 800 foreign students are expected on visit through the DISC. To this must be added various tours in course of the winter and at easter time (Austria, Italy, Sweden).

In Judging these figures it must be called in mind that there are about 13.000 students in DENMARK altogether.

#### Relief Work :

In the past year a fairly considerable relief work has been effected by the DISC in cooperation with ISS and WSR. About 200 foreign students (from Austria, Hungary, and Poland), especially students of medicine and agriculture have been invited for study stays in DENMARK. Books, paper, etc, have been sent in fairly great quantities especially to Hungary and Poland. Besides it is to be mentioned that a rather big hutment has been bought, situated in the country, which is to be adjusted for recreation stay for students.

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page 4, NUDS -

Of plans the realization of which is being worked at we want to stress that attempts are being made to make possible that we can invite next year colonial students for 5 - 4 years' study stays in DENMARK.

To this must be added work with press and information, cooperation with the various National Unions and especially cooperation with the various departments and other organs of the IUS.

Besides the DISC arranged in the summer of 1948 an international course for architects in Elsinore.

Of the events of the past year we want to mention the international students' day of 1947 which became a great success. On Sunday November 16 th the universities and colleges were opened to the public, and students gave the visitors an impression of their work and thus bound closer ties between the students and the rest of the population. On November 17 th in the morning wreaths were laid down on the graves of the students who were killed in the fight against the Nazi occupation of Denmark, and in the afternoon unveiling of a memorial tablet took place in the University of Copenhagen for the killed student. In the evening, there was held a great student meeting with speeches on the international students' day, IUS and the students' relief work. Moreover there was a special broadcasting in the Danish radio, and our greatest student paper published a special issue on the international students' day.

The relations of the NUDS to IUS after the events in CDR are treated in separate reports.

Ib Magnussen,



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REPORT OF GREEK STUDENTS

Students and peace.

If the students of other countries can discuss all the questions which interest them in conditions of relative tranquility, the students of Greece, who live still in a state of war, can estimate better the value of peace and its contribution to their studies.

The students of Greece, after the 28th of October, 1940, find themselves engaged in a continual war against fascism. This is why the student youth shows itself weakened; however, it has remained aggressive and always conscious of the rights which it has to an education.

A great part of the young students continue today the resistance against the oppressor fought in the mountains; soldiers of the democratic army naturally are unable to continue their studies. Those who remain in Athens and in other large cities live under the threat of mobilization. Those who can carry arms are obliged -- under the pretext of the repression of rebellion -- to take part in the civil war; and if they refuse, court martial awaits them, or else prison or at least exile in different concentration camps and above all in the camp of Makronissi.

The effective number of students who follow the courses of the high schools is greatly diminished. Even those students, so scarce in numbers, cannot form themselves from a scientific point of view. In poor health and economically exhausted, after an occupation of four years, since the liberation they have seen nothing but the increase of this economic misery. The cost of a meal at the student canteen - where in any case only a limited number of students can be nourished - rises from day to day; life becomes in this way impossible for the students, who, living under conditions of nourishment truly miserable, are unable to make any intellectual effort. Their financial situation does not permit them to continue their studies at the institutions of higher education frequently, as the cost of study is augmented from day to day; nor can they buy the books of which they have need.

The economic misery of the country, the consequence of the war, and the political policy of the present regime, which tends only toward civil war and the enthrallment of Greece to foreign interests, has a direct repercussion on the economic situation of the high schools, of which the budget is completely insufficient. The libraries no longer receive modern books. In the laboratories of the University until the present, the material used has been that which Germany gave as reparations for the damages of the war 1914-18. It is necessary to mention also that several laboratories do not function at all, for lack of material. One should also emphasize the requisition of certain local universities by the government of Athens to fulfill the needs of the civil war.

Those informed on the question of education in Greece believed always that the system of education should be radically reformed, because

it rested on old and unscientific principles. Not only has such a reform failed to take place, but, on the contrary, with the "purification" more than 25 professors of institutions of higher learning have been dismissed; the greater part of them, like the professors Georgalas, Svolos, Cokkalis, Papapetrou, Kritikos, Despotopoulous, etc., are eminent scholars, and their crime is that of having participated in the resistance against the conquerors and of being democrats, while those who made no protest against the Nazi occupation -or who even collaborated with them- keep their posts and are sometimes even named rectors (Dontas).

Add that the right of asylum for the students is very often violated by the police, who enter the places of high schools to arrest democratic students en masse. This terrorist policy has as its purpose the closing of the educational centers, the leading of students far from their studies, and their involvement in the civil war, which serves perfectly the plans of the imperialist conspiracy. Add that the courses take place under the control of the police agents and you will have a complete picture of the position of higher learning in Greece and of the intellectual oppression practised by the Athens Government, which tends only to lead the youth to the most profound obscurity. For the government of Sophoulis-Tsaldaris understands very well the decisive role which the student youth can play in the struggle of the Greek people for its liberation and its independence.

The Greek students realize very well the purposes of this anti-popular government and having as avant-garde the students of the E.P.O.N., fight with all their strength against this fascist terrorism; we fight for the liberty of our country, for our life and our education, for the normal functioning of our institutions, for the reconciliation which will include all the students and the professors who desire the prosperity of our country.

The situation in general - and especially of the student youth - as it presents itself actually in Greece can be considered as the results of the efforts of international imperialism, which is trying to group its forces and by its intervention in different countries provokes civil wars and creates an atmosphere of war. Under a different form we find the same phenomena in Spain, in China, in India, in Palestine, etc. Our comrades of these countries have without doubt much to say. One does not exaggerate if one adds that the reaction tries to create in all countries similar conditions for the students, because it knows well that a youth instructed and conscious of its rights constitutes a great danger for its existence, and in addition that such a youth can contribute definitely to the victory of Democracy.

There is not need of arguments to prove that peace is indispensable for our studies. We believe that our chief preoccupation ought to be the search for effective means for the re-establishment and safeguarding of peace. We should contribute to the dissipation of the psychoses of war, cultivated by the international imperialism, this psychoses which seeks to justify the intervention of imperialist powers in the affairs of different countries and the provocation of civil wars. The military credits absorb the greater part of the budgets of the states at the cost of public education. Obligatory military service, which tends to keep numerous troops in time of peace, makes it impossible

- 3 -

for students to devote themselves to their studies. An atmosphere of general uncertainty removes all sense of perspective from the students; it does not permit them to envisage the future with security or to have precise plans.

The desire of the Greek student youth is to keep the institutions of education far from civil war, to devote themselves to study and to reject all the efforts of the government to extend war among the students.

This is why the youth addresses itself to the organizations of students of all the world and asks their moral and material support in the fight against foreign imperialism and against its agents which are ruining our country.

The world student youth forms today an immense pacifist force, progressive and anti-fascist, and its contribution to our struggle can and should be decisive.

Protest to your government and demand that all foreign intervention, which is leading our country and our people to disaster, cease.

Manifest the sympathy of the student youth of all countries for our struggle.

Assist by your organizations the Greek students who under the worst conditions of life, undernourished, with a terrible percentage of pre-tuberculosis and tuberculosis, pursued, fight to keep themselves alive, to instruct themselves and to bring liberty, independence and democracy to our country, which has suffered so much.

Aid by your organizations the victims of fascism, who are dying in prisons or in exile.

Enlighten by radio and by the press the opinion of world youth on the drama of our country, on the titanic struggle of our people, on the bitter struggle of our student youth.

Thus you aid in the same time the students of all the world to accomplish their duty, which is:

- 1) To work for the end of all imperialist intervention in the affairs of foreign countries, direct or indirect.
- 2) Fight to obtain the freedom of students from military service during their studies.
- 3) Demand the increase of credits for public education.

Paris, August - 1948

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32

*open letter*  
TO

The representatives of the democratic students of the world  
meeting in the Council of the International Union of  
Students.

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*from "All India Students' Federation"*

Dear Friends,

You are aware of the severe repression launched by  
the Central and Provincial Governments of India on the democratic  
students of India, specially the All India Students Federation (AISF)

Ever since last six months, the Government has arrested scores of our leading workers from all parts of the country. This includes the arrests of two General Secretaries, Gita Mukerji of Bengal Provincial Students' Federation which has a membership of 20,000 and Habib of Bihar. There are warrants for the arrests of all the leading workers which includes all the five joint secretaries of the AISF and the General Secretary of the AISF, Mr. Annada Shankar Bhattacharya and also Mr. Gautam Chatopadhyaya, President of the Bengal Provincial Students Federation and an Executive Committee member of the IUS. This has prevented scores of workers of the AISF to work openly and they are forced to carry on their work secretly, living an underground life.

In the last few months alone, beginning with the Annual Conference of the AISF at Bombay which was banned by the Bombay Government and later when the ban was defied by the students, police attacked it with teargas bombs, lathis and even fired injuring over 600 students in all, all the meetings and demonstrations are banned in every part of the country. Almost all the demonstrations of the students are either lathi charged, teargassed or even fired upon. Hundreds of students are arrested at a time. Only to take a few examples A students demonstration in United Provinces against the increment of fees was lathicharged and 700 students were arrested. Another demonstration in Kanpur was lathicharged teargassed and even fired upon, 400 were arrested. A demonstration of the Medical students of Calcutta University in support of their own demands was teargassed right inside the premises of the University Building in the presence of the Syndicate members who were meeting there. A lathicharged for demanding reduction in increased fees. Repression is much severe in the South in the provinces of Madras. A meeting of kids in Andhra was banned and lathicharged.

The offices of the Bengal Provincial students Federation and its districts and our provincial branches in Andhra, Tamilnad, Malabar, Central Provinces, United Provinces, Orrisa, Bihar, and Assam have been searched and some were sealed for some time. Student hostels have been raided in Bengal and searched. In the south, though legal, the Students Federation cannot function, for the police arrest all the workers they can lay their hands on. Arrested students are detained in jail without any trial, for an indefinite period. The treatment allotted to them has been worse than to the criminals. To protest against these conditions, the students in U.P., Orrisa, and Vellore jails have had to resort to hunger strikes for days.

S.F. workers are expelled or detained en masse in Andhra and East Punjab. Threat of victimisation is used to prevent the students from participating in militant activities in Bombay and other places.

The Government is attacking the AISF because it is one of the organisations which are consistently fighting against the undemocratic, anti-people policy, which is against the interest of the common man in India and serves the interests of the capitalists and landlords and other vested interests. Their policy of "decontrol" of cloth and food has meant soaring prices of these essential commodities which are beyond the reach of common people. This has forced the students in many parts of India to live on starvation diets and study, as in the Ravenshaw College hostel, where for 80% of the students, tiffin is a luxury. In Orrisa, again, 80% of the students have not brought fresh cloth in the last few months and are going about in tattered clothes, while many girl students have had to leave their studies, for they do not have proper clothing. The present policy of the Government has meant for hundreds of students to sleep on the pavements or railway stations in big cities like Bombay and Nagpur for lack of accommodation in hostels or outside them. The Government permission to the proprietors of schools and colleges to increase fees has restricted the education still further and made it next to impossible for the sons and daughters of the overwhelming masses in India. The Government's policy of retrenchment of thousands of youth has meant unemployment for the majority of the students after their studies.

The AISF has been leading and uniting the student masses of India to fight against these policies. It has led the students into big actions against increment of fees, for securing accommodation and other needs of the student community, and above all, to fight against the severe repression, for civil liberties and just democratic rights. AISF also opposes the policy of the India Government, which, instead of confiscating the British capital in India, gives it an opportunity to continue to dominate the economy of our country and to exploit our masses. It also opposes the policy of compromise by which /with the native Princes/ feudal rule is not only not brought to an end, but which is playing in the hands of the British and American imperialists trying to get new footholds in these states. Further, on the international policy of the India Government, the AISF stands for firm alliance with the democratic forces of the world that stand for peace and no truck with imperialist warmongers of Great Britain and the U.S.A. From this end, the AISF firmly opposes the use of Gurkha troops in Malaya to suppress the movement of Malaya people for freedom, and arrests of our leading workers with the charge of "keeping close relations with the WFDY and the IUS".

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This is the reason why the Government wants to suppress the AISF, stop all its activities, and thus strangle the protesting voice of the democratic students of India.

Not only the AISF, but all the democratic organizations in our country, are similarly attacked. Hundreds of young Trade Unionists and peasant workers are thrown behind bars without any trial. Hundreds of others are forced to live underground life. In jail, they are tortured in most brutal manner to get further information. Villages in the south, where the peasants, forced by famine, have risen in revolt and are capturing hoards of the landlords from their go-downs, and distributing themselves, are burnt down. The peasant women are raped, the children shot dead. A fascist repression and terror is let loose on the innocent population. Armed "goodas" attack the workers' meetings and living areas in Bengal and U.P. The strikes are illegal and all the meetings and demonstrations attacked. There is no democratic life and civil liberties in the whole of the country, but a rule of terror and misery.

Along with our people, the AISF is fighting against this today as it did in the past. It will continue to unite the entire student community under its banner to fight for civil liberties and democratic rights; against fascist terror and repression; for the just rights of all students, for better and cheaper education for all classes of our people. It will continue to fight to see India achieve real freedom and democracy and along with other democratic countries march towards socialism.

We appeal to the entire world students to support us in our fight. Already led by the WFDY and the IUS, the youth and students of the world are showing their solidarity and support to our struggles. We take this opportunity to give our sincerest thanks to the IUS and the student organisations in Czechoslovakia, Hungary, France, Poland, England, China, Ceylon for their protest letters to the Government of India and letters of support to us. We appeal to you to intensify this campaign and strengthen the voice of protest by mobilising the protest of all the democratic students of the world. For the fight that the AISF and other democratic organisations are waging in India today is really a fight for peace, in the interest of the world students, and a part of the fight that the democratic students of the world are carrying on for Peace, Democracy, and National Independence.

We, on our part, pledge that in the unity with the international students, we will continue our struggle till our country is really free and students have a happy future full of all opportunities, along with the people of our land.

For and on behalf of the ALL INDIA STUDENTS' FEDERATION.

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## RETURN TO CIA LIBRARY

REPORT ON THE FIGHT OF INDIAN STUDENTS IN DEFENCE OF EDUCATIONAL  
FIGHTS CIVIL LIBERTIES AND FOR FREEDOM AND DEMOCRACY SINCE THE  
CONFERENCE OF SOUTH EAST ASIAN YOUTH

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Hardly a month passed after the South East Asia youth Conference at Calcutta, the Government of India and its provincial ministries started the most brutal nation-wide attack against the All India Students Federation.

In the early hours of 28th March, 1948, the Bengal police raided the houses of about 50 Students' Federation (SF) organisers, the offices of the provincial SF and those of 15 district units. They arrested Gesta Mukerhji, the General Secretary of the Bengal provincial SF and 39 other SF organisers including 5 District SF Secretaries and 3 members of the Executive Committee of the Bengal Provincial SF. Warrants of arrest were issued against many others including A.S. Shattacharyya, General Secretary of the AISF and Goutam Chattopadhyaya, Executive member of the IUS. The offices of the Provincial SF and those of 5 other district units were sealed by the police but were later on unlocked since then similar raids searches and arrests are going on in every province on 16th June a province-wide search was carried on in the Assam province including the search of a number of hostel-rooms of girl students in Morhat and Gautati. According to the reports appearing in a provincial weekly warrants have been issued against 75 members of the AISF in Assam including some girl students. As a result of this active members of the AISF in the province have been forced to go underground.

WITHIN THE LAST 4 months more than 50 AISF organisers have been imprisoned and almost all are detained without trial. They include Syed Habib and Tejnarayan ILL, president and Secretary respectively of the Bihar Provincial SF, 5 joint Secretaries of various provincial SF, 5 joint secretaries of various provincial SF'S and 5 members of provincial national Executive of the AISF besides a large number of members of provincial and district executives.

IN THE province of Andhra, AISF has virtually been made illegal making it impossible even to put up a SF sign-board anywhere or to hold local committee meetings inside the institutions.

EVEN BOYS of 12 and 14 years are not being spared. In HOWRA the houses of 5 such young school students were searched several times since 20th June with a view to terrorise these boys who are members of the SF. They were told by the police inspectors that the office of the AISF had been sealed off and its organ "THE STUDENT" banned.

"THE STUDENT" DETENUS INSIDE THE jails are being treated like criminals. TWO SF workers detained in the serampore jail have been debid

- 2 -

all newspapers and have been kept along with convicted criminals.

BUT THIS MOUNTING REPRESSION HAS NOT SUCCEEDED in silencing the members of the AISF or in terrorising the masses of the students. As soon as the new term began after the summer vacation and even before that during the vacation itself protest demonstrations took place in various parts of the country.

ON 27TH MARCH, the very next day the Bengal student leaders were arrested, all the students of Tilury (Dis. Bankura-Bengal) went on a protest strike. Similar strikes and demonstrations by the school students were organised in many other district centres of Bengal.

On 11th APRIL IN CO-OPERATION WITH other popular organisations the Kanpur Students Union (affiliated to the AISF) organised a citizen's rally where speakers from different organisations severely criticised the repressive policies of the Government.

"Anti-repression Day" was observed throughout the province of Assam on the 20th May in response to a call issued by the provincial SF when through strikes, demonstrations and rallies thousands of students protested against the Government repression and demanded the immediate release of all detenus, particularly the students. A girl student of Nowgong Girls' High School was victimised by the authorities for taking part in the anti-repression strike.

On 16TH JUNE THE STUDENTS OF THE Delhi College and the East Punjab University observed "Anti-repression Day" and a deputation of students went to Pandit Nehru, the Prime Minister of the Government of India, to demand the release of detenus. About a month and a half back also the students of Delhi had a demonstration outside Nehru's residence demanding the release of their leaders and at that time Pandit Nehru promised to look into the matter. But this time he said categorically "you want me to give an assurance in writing? I shall give you in writing that they shall never be released."

ON THE OTHER hand, the students of Hyderabad State have taken to arms along with the peasants in Telengana against the despotic feudal rule of the Nizam. In their fight for land and end of autocracy, they have liberated 2,500 villages in the State and have established a rule of the people, which all the might of the Nizam and his fascist hordes, the Razakars, have failed to crush.

THERE ARE ONLY A FEW INSTANCES TO show how under the leadership of the AISF the students are resisting the attack against the AISF.

FINALLY THE AISF GAVE A CALL TO OBSERVE "anti-repression Day" on the 29th. July all over the country. The day was observed on a country-wide scale by holding mass meetings, strikes and demonstrations. In Calcutta the middle-class employees observed this day to demand a living wage for them. In the afternoon at a 50,000 strong rally of employees and students a resolution demanding the release of Geeta Mukherj and other student leaders was unanimously passed.

THE GOVERNMENT HAS MADE AISF ITS MAIN target only because the AISF has refused to submit to the reactionary policy of the Government which has launched an all-out attack against the social, economic and political rights of our people, which instead of expanding education is out to restrict it and because true to its tradition and ideal it is leading every battle of students in defence of civil liberties and educational rights.

AS A RESULT of the economic and educational policy of the so-called free and popular government the life of the common students in our country today has become imply unbearable. Hence the student masses are rapidly getting disillusioned about the policy of the government, particularly in the sphere of education. Following facts will show clearly that instead of making education cheaper so that it comes within the reach of the boys and girls from the families of the common people, the government and the educational authorities are pursuing a deliberate policy of making the education more costly and thus restricting it still further.

IN MOST OF THE PARTS of the country the tuition fees of the students have been raised to high level.

----- In Assam, the tuition fees have been increased from RS6 to Rs.10 ( an increase of 66 per cent) per month in all high schools.

----- In Andhra and Malabar, increase in tuition fees in secondary schools has been from Rs. 2-8 to Rs.4 ( an increase of 60 per cent)

-----In Bombay during the last six years, fees have been raised consistently, but this year alone, over and above the increase of last year on an average Rs. 1-8 to Rs. 3 has been increased.

Same is the case in the colleges and in the sphere of technical education.

In Surendranath College of Calcutta the tuition fees in the intermediate science class has been raised by Rs. 11. The session charges of the same college was Rs. 9 in 1947, this year it has been raised to Rs. 12. In Vidyasagar College the same have been raised

- 4 -

In V.J. Technical Institute of Bombay where students of lower middle class are given training to equip themselves mostly as the lowergrade technical staff the tuition fees have been doubled from Rs. 100 in 1946-47 to Rs. 200 last year. This year again there is further raise of Rs. 14 in the hostel fees and the advance deposit has been raised from Rs. 10 to Rs. 30.

The fees in the Grant Medical College, Bombay have been raised this year by 75 per cent.

That the authorities are following a deliberate policy of restricting education is proved by the fact that the number of total seats in the Hadharpur Engineering college, Bengal has been reduced from 450 (last year) to 200, though the application for admission was made by 5000 students. In addition to the reduction of number of seats the fees have been increased from Rs. 12 to 15.

This year the Bengal Government has closed down 3 Medical schools in the district towns of Burdwan, Jalpaiguri and Bankura and thus depriving nearly thousand students from getting medical education.

THE PROBLEM OF ACCOMMODATION in hostel remain as acute as ever, rather it has aggravated still further due to the influx of thousands of refugee students from the present day Pakistan areas. The authorities have hardly built up any new hostel this year. On the other hand the hostel fees have been raised. In one of the hostels of the Bangbasi college, Calcutta for 195 seats 700 students have applied. The authorities of the Calcutta University themselves have admitted that they had to disappoint 2700 students this year who applied for the accommodation in the hostels under the direct management of the University. In the same building which is the property of the college authorities and for the same room, while the rent was Rs. 8 a few years back it is Rs. 17 now.

TO THIS SHOULD be added the acute scarcity of paper in the District Centers and country side in particular the price of which is again shooting up day by day. Due to this the regular half yearly examinations in the schools could not be held this year.

THE KEROSINE scarcity has made it impossible for the students in the District town and villages to study at night. A black out set out in the villages in the evenings.

But this is only one side of the problems of student life. As members of their families too, the Indian students are subject to severe economic hardships as never before.

AS A RESULT OF THE DEcontrol and derationing policy of the Government the price of food in most parts of the country have shown

in average increase of 50 per cent. In some parts even more. For instance the Associated Press of India a semi-government News Agency reported from Shillong, the capital of the Province of Assam on June 23rd 1948 that rice was being sold at Rs. 65 per pound (80lb) That means an increase of more than 200 per cent. In fact the shadow of famine is clearly visible in the southern and northern provinces of India today. Even the newspapers which are the control of the capitalists are also compelled to publish news of starvation, death suicide. Such is the deterioration in the conditions.

The price of cloth has risen from 100 to 150 per cent during the last six months while according to official admission the capitalists have made a profit of Rs. 300 million in three months alone, out of cloth.

WHILE THE COST OF LIVING of the common people is going up every day there is no real wage increase for the employees and workers. which leads to terrible economic hardship for the toiling people. As a result of the research carried out by the Calcutta Statistical Association among the employees of the mercantile offices (majority clerks) it is revealed that on an average the income of the whole family of such employees is Rs. 192-8as. per month, but for food alone for a family of six members they have to spend Rs. 167 per month. Hardly anything is left for the other necessities of life, for a civilised existence.

THE CONDITIONS OF THE TEACHERS is by far the worst with their basic pay varying from Rs. 10 to 25 in different provinces, the primary teachers are just not able to meet the two ends. There are instances from Bengal and Bombay presidency, where teachers have committed suicide, have lost their sanity and become physical wreck-unable to carry on their job because of such conditions.

IN SUCH A SITUATION every family is faced with the problem of unemployment. Since there are no official figures available, no body knows how many millions are already unemployed. But the extent of unemployment amongst the educated youth can be understood from the following stories. For 400 vacancies in the Bengal Nagpur Railway 39,000 candidates applied by 7th July though the last date of the application was 31st July.

The office of the Inspector of schools, Government of Bengal has appointed a few office boys on 15th July 1948. Among them there are two Graduates in Commerce. A newspaper report from Patna, the Provincial Capital of Bihar, says that those who have applied for the post of police constables this year include mostly matrioulates and a good number of graduates and even postgraduates.

Under such economic hardships, majority of our population cannot send their boys and girls to schools and meet such high cost of education. As a result a large number of schools students who come mostly from lower middle class and a section of the working class and the peasant families are more and more forced to leave schools and give up studies.

This situation has lead to growing discontentment among the mass of students in every province of India. Unprecedented strike wage against the educational policy of the government is sweeping the country. A few instances of the militant actions to show the real feeling of the students.

On 11th June 1948, 13 Medical Students including three girls resorted to hunger strike inside the university Buildings in Calcutta to protest against corruption in the medical education and demanding a quick change in the system of education (medical) The authorities ignored them for eight days and the condition of the hunger strikers began to deteriorate. On 19th June, while a meeting of the University Syndicate was on, 150 medico staged a demonstration before it. The police arrived with batons and tear gas and all the demonstrators including the enfeebled hunger strikers, arrested nearly 150 and for the first time in the history of Calcutta occupied the University buildings with the approval of the authorities.

But thousands of Calcutta students rose in support of the Medicos and protested against the police attack and high handedness and ultimately forced the authorities to accept the main demands of the medicos. On July 14th, 48 the Sindhi students of the Khalsa college Bombay, struck demanding arrangements for teaching in the Sindhi language in the college.

Students of the Marvari Vudyalaya, Bombay went on a strike from July 22nd 1948 demanding instruction through the medium of Hindi their mother tongue. A few days later the police arrested some hunger strikers including two boys of 12 and 14 years. In protest of that students of six more Hindi schools demonstrated.

The students of the Grant Medical College Bombay, went in a mass deputation of 400 to the Minister of Health, Bombay Government for reduction of their enhanced food and other demands.

On July 23rd 1948, more than 30,000 schools students of Bombay city and suburbs struck in protest against the increase of fees.

On July 27th, 1948, the students of the Lucknow University came out on strike against increase in tuition fees. On the same day 1500 students of the Triverndrum College, Travankore (South India) were striking in support of their fellow students of the Ayurvedi College.



-7 -

All the students of the secondary schools of Ahmedabad, one of the big five textile centres of India, went on a protest strike against the enhancement of fees. In Bangal (Bengal) a strike of students commenced for real statement of some popular teachers who were arbitrarily dismissed by the authorities.

Since the first week of July, more than 1,000 students of PC girls High School are on strike for reinstatement of some popular teacher, removal of the present headmistress who frequently victimises the students and for students' control over the school magazine. The police was posted inside the school campus in the first week of August to terrorise the students. This is the biggest continuous strike action of the girl students in India, in recent times.

From August 1st 1948, in protest against the treatment meted out to the refugee students, the students of camp college Delhi organized demonstration before the residence of the minister for Relief and Rehabilitation, Government of India. More than 77 students were arrested within five days.

\*IN THIS WAY the struggle for democratization of education is going on and spreading to every part of the country, to build up a nation wide militant campaign against fees increases, the AIST has given a call to observe 2nd September as an all India Anti Fee Increment Day-. A school students convention is being convened in the Bombay presidency for the same purpose. Two elected delegates from each of the upper classes of the secondary schools will attend this convention, discuss and decide the steps to be taken to intensify this campaign. The AIST workers have also taken initiative to enlist the active support of the teachers behind this movement.

One fact emerges from the recent educational struggles of the students. The Government is not prepared to accept the just demands of the students anywhere. On the other hand it is too willing to suppress every peaceful movement of the students by all repressive means at their disposal. As a result the attempt of the leadership of the Students Congress to keep the movement confined within the framework of the so-called non-political movement and also to pose every issue against the educational institutional authorities and not against the government, is failing totally.

Through the experience in everyday life both in the families and schools and colleges, students of India are becoming more and more disillusioned about the Government and the leaders of the national congress, the party in power. On the one hand the economic policy of the government allowing the landlords and capitalists to intensify their exploitation of the common people and on the other hand the country-wide wave of fascist terror let loose against every section of the toiling masses, are rousing the anger of the students against the policy of the government and making them stand by all sections of fighting people more and more.

- 8 -

The brutality of the repressive measures of the Government is shattering all the illusions about the establishment of a "Free Government" on the 15th August 1947.

During the last four months thousands of Trade Union, peasant and student workers who include communists, socialists even left Congress men have been thrown behind the prison bars without any trial. In one district of South India, Malabar alone, 1600 peasants and peasant union workers have been arrested and imprisoned, the majority without trial. Four popular leaders have died in Jails, two under suspicious circumstances while the other two were arrested when they were seriously ill. During the last two months the police have made brutal lathi-charges on the prisoners inside the jails. In at least five provinces, the detainees and the political prisoners have had to resort to hunger strikes in protest against the denial of even such elementary privileges which the political prisoners used to have under British rule. Student detainees have participated in these hunger strikes.

The police opened fire against the unarmed people on more than a dozen occasions during the last two months alone, killing in one case a girl of ten in an Orissa village and an old woman of 70 in Bombay city and a large number of others.

Wherever the peasants have demanded the unearthing of the rice hoards from the landlords' horders, the major share of the crops they cultivate and abolition of landlordism, inhuman atrocities have been committed on them. Indiscriminate looting, burning of villages, torturing old fathers and mothers for the absence of their sons and even dishonouring of women are being reported.

There is no civil liberty. In Bombay, the committees of the legal Trade Unions are not being allowed to hold even their close door committee meetings. Meetings and processions of every kind are either banned or attacked by the police, including meetings of school children and kids.

By assuming extra ordinary powers the Provincial Governments are suppressing the freedom of the Press by closing popular dailies and weeklies and demanding impossibly large sums as security deposits from others. Plays are being banned by different provincial Ministers. This include even the plays and songs on against communal riots. Recently the Bombay C.I.D. (Criminal Investigation Department) demanded translation of Ravindranath Tagore's songs, which a cultural organisation wished to include in their programme for Independence Day for pre-censorship.

Even the right of Habeas Corpus has been denied. Referring to the advocate General's plan that the Government alone need be satisfied that

the detention of any person was on reasonable grounds, the chief justice of the Calcutta High Court has said inside the court itself "If that be so, then nobody can oppose the government at elections as the government will put all the opponents in prison during the elections detaining them without their getting any redress from the courts".

This situation is making the students realise more and more the necessity to continue the struggle for real freedom and democracy unitedly with other section of the toiling masses. To give expression to this realisation of the students and to lead them in actual struggle the last meeting of the National Executive of the AISF which had to meet secretly in the last week of June, has called upon the students and the youth of the countries to go forward to the establishment of a government completely free from the domination of the vested interest and march forward to socialism.

It is in this situation again, where there is no middle course either one has to resist the attack of the Government and fight for the real freedom and democracy or to submit to the intimidation and terrorisation of the Government and line up behind it -- that the leadership of the students' Congress (Varna group) stand exposed. In their last Annual Conference, in the first week of July 1948, the All India Students' Congress decided to reorganise itself into a Federation of students' unions, as a non-political students' organisation, supported by the Educational authorities and the Education Ministers of the Governments. This reorganisation is explained on the grounds that India has achieved freedom and now no more struggle or political movement is necessary. In fact the leaders of the AISF are fully backed by the Government even financially and by the Congress leaders who are making every effort to disrupt the student movement by organising a section of students mostly from upper class to create support behind the policy of the Government and oppose every just struggle of the students. The consistent active opposition to every strike and demonstration by the Government repression even against the organised student movement has revealed their true colour. That is why their attempt to hold back the masses of students from joining the anti-fee rice strikes and demonstrations in different places has failed miserably; due to the desertion by the student masses their organisation is disintegrating and they are engaged in factional fights among themselves which has resulted in yet another split in the same Conference mentioned above.

The bitter experience of the life itself is rousing the students to take more and more part in the direct political campaigns. The decisions of the present rulers of India to remain inside the Commonwealth as a Dominion, their subservience to the American Monopolists by even supporting the American policy of reviving the Japanese militarism and monopoly capital and their indirect support to the armed intervention of the imperialists and the coun-

- 10 -

tries of S.E. Asia are making the students intensify the direct struggle for complete freedom of our people and for the liberation of the S.E. Asia from the imperialist yoke.

10th June 1948, was the Kings Birthday on which the government of India decided to hoist the British Union Jack on all Government Buildings and declared a Public Holiday. Rallies and demonstrations of students were held throughout West Bengal on this Day and the demand was made to quit the Empire. In Calcutta, after Black Flag, demonstration in a number of parks the Union Jack, symbol of British imperialist domination and exploitation was burnt.

9th August was observed as Martyres Day in many part of the country by the students to pledge to realise the dream of thousands of martyres the dream of complete liberation of India.

The absence of any jubilation and large scale participation by the students in celebration of the 15th August, which was paraded as an Independence Day by the Government, Congress and the capitalist dominated press, also shows that the masses of student do not consider that our country has achieved freedom. On the other hand the day was observed as a protest day in some parts of the country. Meetings and rallies were held declaring the present dominion membership of India as BOGUS freedom. About a dozen students were arrested on this day in Calcutta for pasting posters, distributing hand bills denouncing the Government and appealing to the people to rally for the final struggle for real freedom. At Siurika town a black flag demonstration organised by the local branch of the AISF and AISC (Bosc groups) and other youths was lathicharged and the organisers arrested.

All this indicates that once again true to their tradition the Indian students are coming to be forefront of renewed struggle for Independence. This proves that despite bullets and jails the unbroken march of the fighting students of India will continue to their final day of Liberation of our country and complete elimination of all reactionary forces.

We are also aware of the very grave situation which has arisen in the countries of South-East Asia due to naked armed intervention of the imperialist powers lead by the American reaction. Today it is no more confined to China, Viet Nam and Indonesia. Combined full scale military operation are also being carried on by the imperialists against the peoples' forces in Malaya and Burma who are waging a life and death struggle to end colonialism and for freedom.

We are also aware of the fact that the reactionary rulers of our country lining up with the imperialist butchers. But we pledge to fight this policy tooth and nail. The AISF has already raised the demand for

33

- 11 -

the withdrawal of Gurkha troops from Malaya. On 9th August 1948, a thousand strong rally of Calcuttal students made this demand and condemned the attitude of the Government of India.

We appeal fervently to the democratic students and youth of every country and particularly of America, Great Britain, France, Holland and Australia to rise against the policy of colonial war of the present governments. They must realise that the end of colonial domination by the imperialist powers in Asia will not only mean liberation of nearly 1000 millions of people in this part of the world but as a result of elimination of the main base of all imperialist powers, there will remain no danger of war and the era of a real lasting peace and all round National development and socialism will begin.

On behalf of the Secretariat of the All India  
Students' Federation.

Ever since the establishment of the IUS in 1946, the AISC has been conscious of the historic role of the IUS in helping the students all over the world in their fight against fascism and imperialism and for national independence, democracy and lasting peace; and in building up an united front of world students for the achievement of the above aims. Therefore from the very beginning the All India Students Federation (AISC) made every possible effort to popularise the programmes and policies of the IUS among the Indian students. But the following year after the last Prague Council meeting we have made big advances in this connection. As a result the IUS is firmly established today as a fighting organisation of the progressive students of the world among the students of India and hence the attempts of the reactionaries to undermine the importance of the IUS has failed miserably.

The Prague Council meeting in 1947 was attended by S. Dang and Miss Bakaya, my present deputy on the IUS staff. The presence of these comrades at the Council meeting and Miss Bakaya's stay in Prague in the IUS staff, helped the AISC to come in closer contact with the work of the IUS.

While preparing for the Council meeting, circulars were issued from the AISC centre, explaining the importance of the Council meeting and necessity of the presence of our representatives there. A large amount of cash was collected from members and sympathisers of the Students Federation.

The report of the Council meeting and its decisions were printed in the student organ of the AISC as well as the provincial journals of the AISC. These reports clearly brought out the IUS before the Indian students as a representative organisation of the world students, in which are united all the democratic students of the world. The reports also helped the students to know the anti-imperialist character of the IUS which appears in their support of the struggles of the students of colonial, semi-colonial countries for freedom and democratic education. The support of the IUS to the fight of the students of Vietnam and Indonesia also was popularised through THE STUDENT and other provincial journals of the AISC.

#### RELIEF WEEK AND INTERNATIONAL STUDENTS' DAY.

The Relief Week from 10th to 17th November as decided by the IUS could not be observed in India because of the then existing conditions. The International Students Day also, for the same reasons, was not observed very widely.

But both of these were popularised in THE STUDENT. The Relief Week was observed from 1 to 7 December. It was decided to collect relief both in cash and kind for the refugee students of the Punjab, thousands of whom had suffered and become victims of the Hindu-Muslim riots, instigated and engineered by the imperialists, princes and communalists. During the week Rs. 3000/- and many clothes were collected through mass collections on the streets and institutions, as well as in meetings and cultural programmes. The week was observed in a number of places including Ahmedabad, Bombay, Delhi, Meerut, Madras and even Chittagong where the students were the [redacted] of the [redacted] have



created by flood and cyclone.

The week could not be observed at a number of places because of several difficulties. In Bengal then, the students were fighting the undemocratic public security bill (popularly known as the Black Bill) which had come up before the Assembly. The United provinces, the Central provinces and many other places saw the SF branches concentrating on fighting the nefarious attempts of reactionary elements to foment riots.

The International Students Day was very widely celebrated in the whole of Andhra province and many towns of Assam. Mass and group meetings were held and the role and aims of the IUS were explained.

#### THE ANNUAL CONFERENCE OF THE AISEF AND CARMEL BRICKMAN'S VISIT:

During the 11th Annual Conference of the AISEF the solidarity and ties between the AISEF and the IUS were strengthened once again mainly because of the presence of Carmel Brickman who stayed in Bombay for the Conference before going to Calcutta. Since the Conference was banned by the Government of Bombay, the meetings of the delegates were held secretly. On behalf of the IUS, Carmel addressed one such a session expressing the support of the IUS to the struggles of the Indian students and pledging that the IUS would continue and intensify its help to the fighting students of India. She was warmly welcomed and greeted by the delegates. Later when the ban was defied by the delegates and the students of Bombay, and the police attacked, lathicharged, teargassed and also fired upon the students, her stand in the name of the IUS in support of the defiant students and condemning the brutal attack of the police etc. raised the prestige of the IUS tremendously amongst the Indian students.

Exhibition: During the Conference an exhibition was put up with the help of the material supplied by the IUS depicting the struggles and victories of the youth and students of the South East Asian and Eastern European countries. This included a separate section on the IUS. Through maps, charts, photographs, posters and write-ups, the growth and strength of the IUS was explained. The exhibition was very popular and was seen by hundreds of students for two days before the pandal was attacked by the police who tore off a number of charts and photographs. Whatever material was remaining soiled by the teargas bombs etc. was sent to Nagpur and Assam where it was seen by hundreds of students.

#### South East Asia Youth Conference.

The biggest action taken by the AISEF to popularise the IUS and WPDY was to take the main responsibility of organising the SEAY conference. preparations. Right from June 1947, when the conference was to have been held in Indonesia, the Students, Navyyug (Andhra Youth magazine) etc. carried news about this conference and popularised its aims.

Large numbers of meetings of students inside and outside the instit-

- 3 -

utions were held in Calcutta from the beginning of January to the middle of February. The members of the International preparatory committee gave press conferences in Nagpur and Calcutta as well as interviews to the pressmen. Radio talks by the members of the Preparatory Committee were organised in Bombay and Calcutta. Many articles were written in the daily press and weeklies in English as well as in our national languages. The AISF centre sent circulars to its workers to do their best to make the conference a big success. The meetings were big and small, were addressed by the Preparatory Committee members from Vietnam, Burma, Malaya and the Indian students in the name of the WFDY and the IUS. Thousands of leaflets popularising the Conference, rousing the youth and the students of Calcutta to actively participate in the Conference, were printed and distributed. Hundreds of posters were put up all over Calcutta and suburbs depicting the unity of the youth and students of S.E. Asian countries against imperialism.

Collections: Rs. 35,000 were collected from thousands of students and citizens of Calcutta. Collections were made in the schools and colleges from the mass of students. These collections were made mainly by the workers of the Bengal provincial students Federation with the help of the members of the Preparatory Committee. In the course of this campaign they addressed thousands of students and middle class youth, workers in Calcutta and peasants of Howra and 24 paraganas, approached scores of citizens in the name of the IUS and the WFDY -- the two world organisations which had stood by the struggles of the Indian people as of all the colonial and semi-colonial and dependent people oppressed by imperialism. The response of the Calcutta public roused by the united front of all fighting youth of SEAC countries against imperialism, was very great and hence, poverty stricken as our masses are, it is they who made the major sum of RS. 35,000/-

#### Participation-Local

The result of all these preparations which had actually started only a month and few days more before the Conference was very big scores of organisations in Calcutta, cultural, sports etc. organisations of the middle class employees, women and also kids gave their full support to the Conference. 800 students, boys and girls studying in colleges and teenaged kids from the schools became the volunteers for the Conference, helping the preparatory Committee to organise and manage the entire show of the Conference.

From outside Calcutta a considerable number of AISF workers came as observers in spite of the very difficult situation in almost all the provinces. There were observers from Andhra youth Federation as well as from some other bodies.

## Proceedings.

The open sessions were attended by thousands of students. Hundreds of young students girls and boys took part through their locality organisations in the sports. Thousands of students participated in the Historic demonstration "Hands off Asia " expressing their support and solidarity with the IUS and the WEDY for building an united front of youth against imperialism. Main slogans of the demonstration apart from "Death to dollar imperialism" was "Youth of the world unite!" "Students of the world unite!" WEDY ZIDABAD IUS ZINDABA".

## Exhibition

A big and attractive exhibition was put up during the Conference from the materials brought by different countries. This included a big section on IUS consisting of photos and pictures mainly. Because the material reached us right at the last moment this session could not be prepared very well. Yet thousands of people, mainly students saw and appreciated the exhibition. The Medical and Engineering students had put up a separate section of their own, while the Arts students not only contributed by preparing posters depicting the struggles of the Indian people for Freedom, but helped in preparing the entire section on India and putting it up.

The exhibition was later put up in Dacca where also thousands of people saw it.

During the Conference the AISEF printed on behalf of the IUS the pamphlet on the struggles of the colonial students. Because it came out of the press right at the end of the Conference, it could not be sold in big numbers.

Though the SEA Conference was popularised very much in Bengal we failed to do the same all over India. This was mainly because after the Conference vacations followed and also immediately after the Governments launched a severe repression on the AISEF, arresting scores of students and forcing scores of others to lead an underground life to carry on the activities.

The student brought out a special number on the Conference while article were written in a large number of newspapers, weeklies and magazines. Meetings were addressed by the AISEF workers, who attended the Conference in Bombay, Bengal and Andhra.

The Conference helped the AISEF to establish direct contact with all the students of the countries of the E.E. Asia countries.

Our friends everywhere must know of the disruptive role of the AIS Congress. The very same forces have been busy to set up a rival students body to the IUS in India for the entire S.E. Asian countries, with the help of the reactionaries inside as well as outside India.

But in spite of their great efforts they have not succeeded because the prestige of the IUS and aims and objects of the IUS are well known to the large sections of students masses of India and other countries of S.E. Asia. Secondly the AISF has been vigilant to these manoeuvres and have exposed them time and again. Because of this they have totally failed in their movement to organise a Conference of Students of S.E. Asian countries in opposition to the IUS and WEDY.

#### I.U.S. DEPARTMENTS

Here we have to admit that the AISF has not been able to do much work for the various departments of the IUS. Our weakness has been that we have had very irregular correspondence with different departments of the IUS and many times the circulars etc of various departments have not been attended to.

But the AISF sent one of its representatives in Europe to attend the CTED Conference in Budapest. Similarly all preparations were made to send the delegate for the Clinical Conference in London. But arrest of this student during the recent struggle of the Medicos in Calcutta prevented his going to London.

#### Executive Meeting

The decisions of the meeting were published in the AISF Bulletin showing how more and more the IUS has become the fighting organisation of the world students.

Lastly we are aware that the AISF still has to do a lot with regard to the IUS, which due to various difficulties we have not been able to do. But we pledge here that the AISF in the coming period will unite the entire student community under its banner to fight against the reactionary forces here and for civil liberties, democratic education, and real freedom and carry out the decisions of the S.E.A. Youth Conference. To build intimate and fighting links we hope to observe the International Students' Day this year on a nationwide scale.

This we pledge to carry forward the democratic policy of the IUS and join hands with the student movements of all countries of the world to win peace and freedom and democratic education. In spite of the unprecedented repression on our organisation and efforts to stop our activities, we are confident that we would be able to carry out these tasks. In the coming year, we are confident that the unity of the democratic students of the world will be stronger than ever before.

## REPORT OF THE INDONESIAN DELEGATION

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RETURN TO CHAIRMAN

by Sugiono

Friends,

Let me in the name of the Indonesian students transfer to the delegates to this IUS Council - 1948 our fighting and fraternal greetings.

This year's Council of the IUS takes place at a time when millions of democratic students the world over are involved in the struggle for peace and democracy against the instigators of a new war, in the defense of the national independence of the peoples, and in the fight for a better life. This is due to the fact that the struggle to a democratic education is a vital part in the fight for real freedom and true national independence against the colonialists and imperialist intervention.

The recent developments of world events has pointed out how important and responsible is the role of the International Union of Students. The IUS must unite the world democratic students in the fight against its most dangerous enemies, the war-mongers, Anglo-American imperialists and their agents who are trying the efficiency of their new weapons by slaughtering the democratic students of Spain, Greece, China, Viet Nam, Palestine, our country, and who are aiming to turn many parts of the world into an arsenal of their colonial exploitation. Fascism against which we have been fighting in the last peoples war does not only exist continuously in Franco Spain and Kuomintang China, but reactionary regimes in many countries are practising repressive policies against the entire democratic movements and students in the countries.

The continuous and heroic fight of our fellow students in these countries contributes to and strengthens at the same time our struggle. We express our great solidarity in their fight against repression, imperialist aggression, and colonial exploitation, for their national independence, real freedom, and full democracy. We particularly express our gratitude to the IUS and through the IUS to the democratic students throughout the world for their token support of solidarity so far rendered to our freedom's struggle, in the fight to implement the principles of the International Union of Students as pointed out in its Constitution.

Dutch colonial war and the Indonesian students

When the IUS Council 1947 was being held in Prague last year, we have not only followed the eye-witness account of our delegate to the Youth Commission which has visited India, Burma, Malaya and Indonesia, but also how our army and the whole people, youth, and students rose to defend the country against the brutal Dutch aggression. Our Commission representative reported that in Indonesia, where freedom and democratic rights have been brought by the Republic, there was, in spite of the various difficulties, a great improvement in the life of the people, youth, and students. Schools for children have been increased in number, while evening-schools for young workers have been organised. The medium of instruction is carried out in our own language, the Indonesian language, while the pre-war colonial dualistic system of education, an Eastern and a Western, was totally abolished.

The great task of building up a far-reaching system of education becomes more apparent when one considers that in 1941 at the outbreak of war in the Pacific, 93% of the Indonesian population was illiterate. When Japanese occupation overran the country, university education at that time was in an embryonic phase, one medical faculty, one faculty of law, one faculty of literature, and a technical faculty. Out of the nearly 70 million people, there were only 591 Indonesian students, but there were 205 Dutch students out of the 200,000 Dutch living in Indonesia. College fees were very high, books very expensive, the system of scholarships was only limited to very few. There was only 1 doctor for more than 70,000 people. Out of the 1,135 medical doctors, there were only 698 Indonesians, while throughout Indonesia, there were only 499 hospitals, with a capacity of 42,056 beds.

While generally speaking as regards the social origin of the students, the students have come from the well-to-do families as a consequence of the Dutch colonial policy, today the children of peasants and workers get equal opportunity and chances to attend schools and to develop themselves in accordance with their skill and capacity. A direct grant was given to the students in the form of scholarships and in the establishment of student hostels. Due to the lack of teachers, university students are teaching in middle schools. The student unions have established middle schools in the various university centres. Students in the front and in the rear are active in the fight against illiteracy. They set up everywhere classes to teach the people to read and write. An example shows the co-operation with the Youth and Women organisations, where they set up in 18,663 different places courses which have involved 761,483 people, among them mostly old people. This co-operation with the other sections of youth, working, and peasant youth, and the entire people was especially proved during the Dutch summer offensive last year.

Considering that any war in Indonesia is a threat to world peace and that the students and youth of Indonesia are forced to leave their peaceful life in order to defend their country against the Dutch aggressors; thus our last Council meeting decided to assist the Indonesian students, adopting the resolution of aid and support to Indonesia. During this colonial war, the students formed themselves into the TRIP, the Students' Army. In every corner and battle, the students' army proved themselves to be among the bravest and most skillful soldiers, and therefore in every encounter, the Dutch military has always tried to isolate and locate them. In Malang, a brigade of students entrenched themselves in order to provide opportunity for their friends to withdraw. Not after having destroyed the town totally did they leave Malang. In defense of Tjirebon, 800 students had given their lives, 21 of them were captured and were ground under by Dutch tanks. In Gombong, a small detachment of students withdrew successfully, leaving 8 dead. The students of the Technical Faculty have established a Student Engineer Corps, which was engaged in the production of ammunition and explosives. As they could not attend classes, the Government organised a mobile study where the teachers and professors moved from front to front to teach the Students' Army.

This scorched earth policy has proved to the most efficient manner, particularly when we were facing a large Dutch army of 120,000 men well equipped



with United States-made war materials and their fleet with which the Dutch blockade the Indonesian Republic. This war made an end to the previously closed Linggardjati-agreement to which the Dutch did not consider themselves bound any longer.

Trains carrying civilians consisting of men, women, and children were gunned by the Dutch in the North of West Java, while a plane carrying medical supplies was shot down, resulting, also, in the death of two of our pilots.

The lack of arms and any other equipment did not prevent our heroic youth and people from taking up the fight. We fought determined and went over to guerilla tactics. We abandoned the towns, we blew up the bridges, we destroyed the roads, and we set fire to everything that could be of benefit to the imperialist aggressors.

Due to the world-wide support to our struggle, the United Nations Security Council took up the question, condemned the Dutch aggression, and passed a resolution to send a Commission of investigation to Indonesia, which, however, was vetoed by the French Government, which was also waging such a war against the Democratic Republic of Vietnam. Though officially a cease-fire order was issued, the Dutch army continued its aggression in several parts of the country. Despite the cease-fire order on August 4, 1947 from the period of 15th to 21st September, there were 160 times Dutch violations, and the following figures are to give a summary of it:

Reconnaissance flights	34 times
Air raids	6 times
Land shelling /mortar, etc./	31 times
Attacks launched on land	42 times
Troops and other military movements	38 times
Territorial expansions	8 times
Infringement of Republican waters	1 time

In November our case was put again before the Security Council, and after a series of discussions and talks, a so-called Good Offices Commission has been appointed, consisting of one Belgian, one Australian, and one American member, who are supposed to render good offices in seeking a solution of our conflict by peaceful means. This Commission, which is totally dominated by U.S. imperialist policy, has forced the Indonesian Republic to sign the recent Renville Agreement, which sabotaged the long-run resistance of the Indonesian people against Dutch colonialism and the Anglo-American imperialist supporters.

Meanwhile, the Dutch are creating with hurry new "negaras" /states/ and autonomous regions within the newly occupied territories. This policy of separatism to cut the Indonesian Republic into small states which had begun even long before the July offensive, was hurriedly carried out by the Dutch at this particular period. Among the most prominent examples is the Dutch policy to create a West-Java state in which they convened three times conferences in Bandoeng. In the morning of the second conference, a demonstration of a great number of students marched through the main road of occupied Bandoeng with slogans as: "Away with the Conference -- West Java is a republican province." This whole procession, expressing their democratic rights and opposing the Dutch policy of separatism, was

banned and put in prison by the Dutch police. Under the idea of "pacification" of occupied territories, places and villages were blown up and burned down, examples in Plered in Central Java, Krawang in West Java and in Tandjung Pura in Sumatra. Indonesians moved from occupied territories into the Republican areas is a common issue. Better to live in the jungle than to live under a colonial government - are the words on the lips of thousands of people who left the places like Tandjung Pura, Pematang Siantar, etc.

In occupied territories, only educational institutions that existed before the war of 1940 are allowed to reopen. In Dutch-occupied Bogor, there was a Republican middle school, - yes, there was, - because when the Indonesian Republic was attacked, this school was ordered to be closed by the Dutch authorities. They said they were "cleaning", if these instructions were followed; inspection should be done by the Dutch Department of Education, and the Dutch language should be introduced as the medium of instruction. On September 22, the school was reopened, and on October 2nd Mr. Dijkstra of the Education Department visited the School. He examined the students in Dutch and English. He admitted that the students knew these languages quite well, but stated that the teachers were not qualified and that the school had to be closed. On October 5th, two members of the Dutch police went to see the director of the school and asked him whether the institution was sponsored by the Republic, since pro-Republican institutions are to be banned in Dutch-occupied territories. On this occasion the students handed them a letter explaining that they had gathered rice for the teachers who had not received a single cent. The letter ended with our freedom-salute - "Merdeka", and this was enough for Mr. Rins, the Dutch official there, to say that the head of the school had given the students political lessons, and for this reason the school should be closed. They have found also another reason to ban the school, when the students on the 10th of November, the World Youth Day, at the same time the Indonesian Hero Day and on the celebration of the International Students Day, by commemorating the fallen students of Prague who faced fascist terror in 1939 and the Indonesian heroes who had fallen for their country against Japanese fascism and Dutch imperialist aggression, the director of the school was called before the Dutch authorities. In another town, in Semarang, the students and teachers went on strike when the Dutch authorities introduced the Dutch language as the medium of instruction. Such is the history of Republican schools in the new occupied territories. On the shoulders of Dutch students lays the responsibility to act against these scandals in Indonesia.

Apart from this, it is the duty of the Dutch students to loudly protest against the massacre in South Celebes, committed by the Dutch captain, Westerling --- when 40,000 people were killed and the murder of 46 war-prisoners, who were transported from Bondowoso to Sourabaya by train in almost hermetically-closed goods-vans. After 13 hours journey without having had any food or a drop of water, they were all dead at the place of destination.

#### Repercussions of the Renville Truce Agreement

According to this agreement, the war activities have to be stopped; more than half of Java and one-tenth of Sumatra, the main cities and the roads

and by the 1948, some 35,000 troops have to be withdrawn. It was understood that after the signing of this unfavourable truce, forced upon the Indonesian Republic by the United States-dominated Three Power Commission, that economic activity, trade, transportation, and communications be restored. Pending further negotiations for a political agreement, it was understood that within a period of not less than six months or more than one year from the signing of this agreement, a plebiscite will be held to determine whether the populations of the Dutch-occupied territories in Java, Sumatra, and Madura with their territory to form part of the Republic of Indonesia or of another state within the so-called projected United States of Indonesia.

Though the Dutch did not consider themselves bound any longer to the previous Linggardjati Agreement which provided the formation of a sovereign and independent state, the United States of Indonesia on a federal basis under a constitution which will be arrived at by democratic processes, they always go right referring to this agreement. The only thing that is important is that the Linggardjati Agreement no longer exists and that all statements based on this agreement are nullified by the abrogation of this agreement itself. They indeed want a United States of Indonesia, which will serve the colonial policy.

Eight months after the signing of this unequal truce treaty, the blockade against the Indonesian Republic is in effect as intensely as before. In Madura, the status quo line has simply been transgressed, the whole island annexed and promoted to a so-called state. Apart from this, the Dutch have established a new puppet state in West Java. They have appointed an interim-government for the so-called United States of Indonesia, the composition of which is nearly identical to that of the Netherlands Indies Government. Under the smoke-screen of negotiations, the Dutch is seeking to set up as many puppet-regimes as possible composed of Dutch stooges and to pass them off as representatives of the Indonesian people. Recently, they have called a "Federal Conference" in Sandoeng without the consent of the Indonesian Republic.

Apart from the number of events which had taken place in Indonesia, like the establishment of the so-called Provisional Federal Government for Indonesia on March 9th, 1948, the Dutch-sponsored Bandoeng Conference the Dutch ban on a Counter-convention which was to be held by the Indonesians in occupied territories, the formation of the puppet-states, in Holland while the formation of the Netherlands-Indonesian Union is still a subject of negotiations, the Dutch government submitted to the Dutch Parliament an amendment to the Dutch Constitution in which some duties of the Union are determined and fixed. It has now become already binding to the Dutch delegation taking part in the negotiations in Indonesia.

Meanwhile the Dutch attacks on the civilian population and the students continue. The Truce was declared on January 17th, and on January 20th after an attack on a village in Western Java, the Dutch troops killed 285 and wounded 18 people among the civilian population, who were horded together beside a river-bank. Many Indonesian homes have also been burnt down since that date, while after such a terror, photos were taken of the

remaining population, who are forced to welcome the Dutch; the plebe-scite-movement in these areas in violation to the agreement banned by the Dutch.

The Renville Agreement clearly represents a screen behind which the Dutch with the help of the United States and other colonial powers is attempting to re-establish in every form their colonial regime on the Indonesian people. The USA has indeed a special interest in Indonesia. It has large investments in the Indonesian economy and through agreements with the Dutch, it uses resources of Indonesian raw materials.

Apart from this, the Renville Agreement has many repercussions among the Indonesian political life and the youth movement as a whole. Among others, Professor Graham, the first U.S. member of the Three Power Commission who had been able to persuade the Peoples Democratic Front to agree with the Renville document, but who had also negotiated with the leaders of the Muslim Party and the Nationalist Party, made it possible that after the signing of the agreement, the National Front Cabinet fell and a new cabinet consisting of the Muslim Party, the Nationalist Party, and non-party members, who had opposed the Renville document, came up, temporary in character and presidential in form. This new Government, despite the violations of the Dutch, is continuing to implement the Renville Agreement. Imperialist tactics have gone so far that beside the fact that the Peoples Democratic Front has been brought to organise nation-wide opposition to the government, a split in the Socialist Party existed when Soetan Sjahrir, one of its leaders, withdrew from the Peoples Democratic Front and formed a new Indonesian Socialist Party.

The Indonesian Youth Federation has been able to unite a great part of the various youth organisations among its ranks. It suffers from dissension to a certain extent, when some small organisations withdrew from the Congress. However, among the students, we have seen growing unity, built and paved during the Dutch military aggression last year, when middle school and university students united together into one militant mass student-youth organisation. This powerful students organisation is awaiting for total co-operation with the rest of the university students who are still in the University National Union of Indonesian Students. At this very moment, having close relations with each other, they are represented in the International Union of Students.

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From the South East Asia Youth and Students Conference.

The Indonesian students and youth have carefully prepared its delegation to the conference representing the various organisations. A special exhibition was also being prepared to be taken to Calcutta. They would have started from the only Republican harbour on the Northern coast of Java, however all these plans had to be doomed, since the blockade of the Dutch was not less strong after the Renville agreement, but it became more and more intensive that only three people were able to leave the country to attend the great historical South East Asia Youth and Students Conference fighting for freedom and national independence.

This Conference assisted the Indonesian youth and students to stand up resolutely and to fight back all the temporary losses caused by the Dutch colonial tactics, United States imperialist intervention in Indonesia, who were forcing the Indonesian republic to accept the enslavement indicated by the Renville agreement. Through this conference the Indonesian youth exchanges their experiences with the common fighters for freedom and democracy in South East Asia particularly. The conference fully realised the stage of the struggle of the Indonesian people, the youth and the students against foreign imperialist tactics led by US imperialism.

When the delegates to the conference had arrived back in Indonesia, a tour was arranged for them to speak at various meetings in the different places in Sumatra and Java. The results and the resolutions of the South East Asia conference were published in youth and national papers. In the negotiations between the various organisations for the establishment of the national programme, the resolution of the Calcutta conference was used by the Indonesian republican Youth Congress.

After the Calcutta Conference, we have seen in Indonesia the increased hurried activities of the Dutch to call the Bandoeng Federal Conference which tried to get together the puppets of the various 15 heads, to convene the so-called interim-government of the United States of Indonesia. Repressive policy on the civilian population in occupied territories has been increased, while negotiations went on without any positive results. Against this aggressive policy of the Dutch, however, the democratic forces of the country are successfully growing. Under the initiative of the peoples Democratic front, the various parties and organisations, including the youth have defined their line within the national programme of a united front.

At the time when the United National front had ceased to exist and the imperialist tactics were playing a free role, American imperialism either through UNO three power commission or directly has penetrated into the Indonesian Republic.

A modern East Indian company, the American Indonesian Co-Operation has been set up, which obviously will penetrate the Indonesian Republic economically and politically. With the permission of Professor Schermerhorn, who led the Dutch delegation in the negotiations with the

Republic in 1946, American military experts are making air-bases in Celebes and Borneo and are taking pictures from the air of the various islands in East Indonesia. American imperialists are not merely re-establishing Dutch and British power in Indonesia, but entirely dominate the situation.



- 8 -

17th August 1948: Stand up and fight.

This year, during the celebration of the Indonesian Independence Day, in the Republican areas and in the occupied territories the feeling was expressed that the Day called upon the Indonesians to pledge themselves to continue their struggle until final victory will be assured.

In dja ka' rta, on the night of the 16 August, when about 500 boys and girls aged between 15 and 18 lit a campfire, 40 Dutch police armed with carbines and automatic weapons appeared and stopped the gathering. The police put a heavily armed guard on the front gate of the building and some of them mingled heavily armed among the crowd. In the darkness of the crowd, the police began shooting at the boys and girls. Six were badly and eleven slightly wounded, while one of them later died. One police man was killed by a stray bullet from one of the police colleagues. This has been used by the Dutch to begin an overall attack on Republican offices in occupied Djakarta. They over-run the Republican offices, took the documents away and attacked the Republican hospital in which the Republican medical facility was situated. When the Dutch took over the hospital, Indonesian as well as Chinese doctors left the hospital and did not want to work with the Dutch. Many patients who could walk were also leaving that day. The National Union of Indonesian students issued a statement condemning this Dutch action of taking over a hospital on 24th August under armed pressure which means to ban the Republican medical faculty education in Djakarta. Strong protests were also noted against the Dutch action on the boys and girls when they banned the celebration of these Indonesian youth.

After this Dutch aggression, the Dutch through its Interim-Federal Government commanded to withdraw from Djakarta all Republicans who are still continuing with all their strength. Even those who had been living there for years, had to go. This is not mainly a political but also a social violation of the truce agreement.

In the Dutch-occupied areas, like Tasikmalaja, fighting is still going on. Captain Westerling who had been sent to this area is totally responsible for the death of thousands of Indonesian people, houses burnt down and a number of tons of rice had been destroyed. He was the same man who is also responsible for the death of 30,000 people in South Celebes.

On July 18th, it is reported that during several weeks small fighting has taken place between military patrols and our young fighters, mainly in the districts of Tjikalong and Tjiawi. Tjiawi was attacked for three hours; similar fighting took place on August 7th at Indramaju and Kedunggede about 60 km. from Djakarta. 30 houses were set on fire while 300 tons of rice were destroyed. The guerrilla attack with automatic weapons, grenades, knives and bamboo spears, succeeded in seizing weapons, and ammunition.

More recently, a ship with 16,000 Dutch soldiers to Indonesia, started from Holland.

In the rear, the growing unity towards a national front, has been emphasised by the various parties in their desire to strengthen their forces against foreign imperialism.



- 9 -

# The Indonesian Students and the IUS

The struggle of the Indonesian students for their freedom and independence and to a democratic education has been made difficult, but it will never be stopped. The democratic students the world over have to loose a stronghold in Indonesia, if real support and active demonstration to our struggle will is abandoned. It is also the clear responsibility of the democratic students everywhere if one of our democratic forces seems to weaken. It is essential today more than ever before to render material support to the Indonesian students, particularly since the Dutch blockade has been intensified. Before suggesting the following steps to be taken, the Indonesian students sincerely express their gratitude through the IUS to the various member organisations which have been able to fully support our struggle, by popularising our cause, by collecting medicines, by collecting token solidarity sums for the Colonial Fund, by providing Scholarships for Indonesian students in Hungary, Poland, Bulgaria, and Rumania.

We propose the Council to immediately carry out the following:

- a/ to protest against the Dutch blockade and demand the withdrawal of Dutch troops from Indonesia;
- b/ to condemn United States imperialist policy against the Indonesian Republic;
- c/ to condemn Dutch action in Djakarta to send Republican officials out and occupy the Republican Hospital and the Medical Faculty, demand ban immediately released;
- d/ to strengthen the democratic forces among the students in Indonesia by welcoming the growing students' unity and greater student and youth unity;
- e/ to call upon the democratic students of Holland and the USA to popularize and demonstrate their fullest support to the Indonesian struggle against the policy of their governments in Indonesia.
- f/ to undertake material relief to the Indonesian students and to send the Ambulance to Indonesia as soon as possible.

The International Union of Students, in defense of students' interest and needs everywhere, fighting for peace, democracy and progress, will succeed in rendering this support to the Indonesian students. Our delegates at this Council have come to contribute to the work of our Union.

As long as we are firm and united, we are strong. Finally, we appeal to the Council - to call on the students of the whole world to strengthen their unity resolutely and oppose those who want to disrupt the democratic world student unity, resolved to fight with great enthusiasm for their real freedom, true national independence, and the democratisation of their education.

LONG LIVE THE INTERNATIONAL UNION OF STUDENTS !

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# THE WORK OF THE SECRETARIAT OF THE UIE AMONG THE STUDENT ORGANISATIONS OF LATIN AMERICA

36

In the course of last year, after the last Council of the UIE, our Secretariat made it its special interest to get into touch with the great mass of democratic and progressive students of Latin America, and with its organisations, trying to become acquainted with their University and National problems, their activities and their social, political and economic needs.

Besides, our Secretariat has also busied itself with intensifying and assuring the continuity of its contact with organisations affiliated to the UIE in Latin America, a contact which, until last January, was very slight or almost non-existent for different reasons. Mostly and mainly, as a result of the apathy and lack of responsibility in work shown by M. Angel Vazquez, the representative of the FEU of Cuba, in our Secretariat, who had been entrusted with maintaining these contacts, and also because of under estimation of the value of permanent contact with the UIE by certain Latin American organisations, among which are the FEU of Cuba and the Committee of coordination of Mexico.

The success achieved by our Secretariat in this work of coordination, especially in the course of the last year, is due above all to the fact that the Executive Committee of the UIE in its meetings of last January in Prague attacked with decision and in a precise critical spirit the problem of the relationship with Latin American students, revealing the weaknesses of the Secretariat - principally those of Mr Vazquez - showing the importance of the democratic student movement in the countries of the American Continent and the necessity of spreading abroad there the principles and the tasks of the UIE, connecting it with the student movement of the whole world; and deciding, besides, to create for such a purpose, a Section of Relations with Latin America in the Secretariat, under the responsibility of Antonio Galvez - the representative of the UFEH of the Spanish Republic in the C.E. of the UIE; and sending to the Latin American continent and friend Artur Acebez in order that he may come into direct contact with the greatest number of student organisations.

It is thus that since last January our relationship with the organisations of the students of Latin America has entirely changed to the advantage of the UIE and in their own interest. Having ended the lack of correspondence with this organisation and the political emptiness of the few letters sent then, during the last eight months our Secretariat encouraged and strengthened its relations with the member organisations of the UIE and with numerous others by means of letters, reports, documents, appeals, etc... and by creating an atmosphere of sympathy and adhesion to the principles and tasks of the UIE among the democratic and progressive students of almost all the countries of Latin America, by sending to their organisations newspapers, bulletin of informations, special documents about the life of students in countries which are in contact with the UIE, and even keeping them informed about the international student movement by means of weekly broadcasts from Prague.

This work has given the following results : in Cuba, the FEU has formed a permanent commission of relations with the UIE, which keeps contact regularly with the Secretariat. The UNE of Brazil, the FEU of Ecuador, the FE of Panama and the C.C. of Mexico, all members of the UIE, have sent to the Secretariat more letters and reports in the last eight months than during the two years they have belonged to our organisation. And contact with our organisation of Puerto Rico, the FNE, which had not existed because of internal circumstances of the country since the first Congress of the UIE, has been resumed by means of letters and of personal contact with the affiliated members of this organisation. Likewise with the organisation of Guatemala, the AEU, with which we are not only in contact now, but also with the unitary student section which forms part of the AJDG and which is of a very wide and progressive character and which wants to take part in national and international activities.

We have connections with the FUA of Argentine, a democratic and representative organisation, which in its last national Congress decided to become a member of the UIE. This resolution is in the act of being discussed and ratified by students in all the University centres of the country as they themselves prove in their letters congratulating the UIE and its work, and in the columns of the newspapers recently received.

We have also made contact with several student organisations of Venezuela, which have recently set up a Venezuelan Student Committee in favour of unity which maintains connections with our Secretariat; its essential task is the creation at Venezuela of a UN with our help and ready to become a member of the UIE.

In the same way, but with less positive results, we have made contact with the exiled organisations of the democratic students of Santo Domingo, Colombia, Salvador, Honduras, which took part in our Conference of Latin American Student Directors held last May in Mexico, as with these of Paraguay, Uruguay, Nicaragua, Bolivia and Peru.

In addition to the Secretariat's preoccupation with widening the field of its connections with the organisations of Latin American students, and with obtaining precise information about their character, needs and problems, it has also busied itself with coming into contact with the student press of the continent. Until now, through the Department of Press and Information, we have received the following publications amongst others : "MOVIMIENTO", "BOLETIN DE POLITECNICA" "Polimica" of Brazil, "Mensaje DE LA FUA" "DE OCTUBRE" "RENOVACION" " and "ARM" of the Argentine, "FRENTE ESTUDIANTIL" "UNIVERSIDAD" and "EDUCACION" of Cuba, "ALIANZA" "REVISTA DE JOVENES INTELECTUALES" of Guatemala, "REVISTA DE LA UNIVERSIDAD" of Bolivia, "EL ESTUDIANTE LIBRE" of Uruguay, "ANTORCHA" "LA EPOCA" etc....

To note everything which has been done, we should mention the steps taken by our Secretariat during the months of June and July to assure a wide representation of Latin American student organisations at our Council. On the one hand, our member organisations were

given, directly and by the means official invitations to the Council, accompanied by a copy of the Constitution of the UIE, the provisional Order of the day and documents showing the importance of our Council, as well as information about measures to be taken by the delegations to get their visas in order not to miss the meeting in Paris. We have already stated that to assure the arrival of these materials at the organisations was one of the most important tasks. And this we have achieved, sending them by ordinary mail, and sending copies to Mexico where polycopies were made and distributed by a more sure method than is usually used by organisations of the UIE. At the same time as we assured the arrival of these materials at our organisations, we also sent them to those which are not, in all the countries of Latin America, inviting them to send their observations and to study the documents sent them by us about the character of the UIE, its achievements since it has been in existence and its future aims, the importance of the Council for their students and for those of the ~~world~~ whole world, and their interest in participating in it.

Within the framework of this work with our Council, we have utilised any student congress or conference which we had news - as was the case during the months of June and July in Brazil, Venezuela and Mexico - when we greeted the democratic students of these countries and invited them to nominate their observers for our Council in defence of their interests.

#### Diffusion of the principles and the tasks of the UIE in Latin America

Besides sending to all the organisations quoted information about the tasks of the UIE and the Resolutions of the meetings of our C.E., we sent too to each of them our review "Student World". We should note the enthusiastic welcome given by latin american students to each number of our review. At the appearance of our review and even afterwards, from almost all the countries of Latin America, from every University organisation and centre, more than 50 letters were received congratulating the UIE upon its review, asking to be put on the list of subscribers and for a large number of copies. We have seen reflections of the information and documents given in "Student World" in the columns of numerous Latin American student newspapers. Even professors and intellectual circles were interested in our review.

#### Moral and political aid given by the UIE to the Latin American student movement.

The Secretariat, through its reports and materials has not ceased to direct the democratic student organisations of Latin America towards the best solution of their problems, University, political and national. It has taken advantage of the meeting of their national Congresses - as in the cases of Venezuela, Brazil, Mexico and Cuba - to help them to solve their problems within the framework of the democratization of education, of better conditions of life of culture, of freedom and independence in their countries against imperialism, reaction and obscurantism; within the framework of the international struggle of democratic students for a lasting peace and democracy in the world.

....;

The Secretariat of the UIE has supported and encouraged, with directions and through its Press and Information Department, the national struggle of students of Venezuela and Brazil in defence of the oil fields which they wish to wrench from the grasp of Anglo-American imperialists. Besides, the UIE has undertaken press campaigns to protest against the persecutions of which the students in Chili and Brazil are victims; it has lodged protest with Peron's government against the persecution and the expulsion from the University of Buenos Aires of the students who were members of the FUA; has raised its voice in denunciation of the crimes perpetrated against students by the police of Cuba, Mexico, Colombia, Nicaragua, etc... likewise with the weapons of the UIE, especially the Information Bulletin, it denounced the situation of the students under the reign of terror which devastates almost all Latin American countries at the order of North American imperialism, which closed universities at Puerto Rico and Paraguay, and caused 36 students to be assassinated at Bogota.

All that, with the publicity given in each number of the monthly bulletin of the UIE to the life and the activities of students in Latin America, has created a proper understanding and gratitude on the part of their organisations, which are reflected in the numerous letters of congratulation received in the Secretariat of the UIE from its moral support.

The help given by the UIE to the unity and strengthening of the struggle of Latin American students

One of the ways in which the UIE has helped most substantially the students of Latin America since the Council of last summer is, no doubt, in its direction of them along the path of national unity and of the solidarity in struggle of youth and of their peoples, as in the case of students all over the world.

In this connection, the example of the creation of the UNE in Brazil and in Mexico and the prospects which exist of realising this national unity in Venezuela is due to the work realised by our Executive Committee through its delegates Gamiz and Acebez. The UNE of Brazil, faithful to the principles of the UIE, communicated to us a little more than a month ago that, having had to elaborate new statutes for its organisation, they took as basis these of the Constitution of the UIE. The visit of our friend Arturo Acebez to Latin America, suggested by our Executive Committee and the success of the Conference of Student Directors, have been a decisive step in the strengthening of the unity and struggle of democratic students in all the countries of Latin America, and its solidarity in the continental and international field with the students of all countries.

In the political struggle for the unity of Latin American students, the Secretariat lent also positive assistance, on the occasion of the organisation of our Conference in Mexico. In consideration of the fact that, under the direction of the "apristas" in the way of North American imperialism, an attempt was being made to call a so-called students' Conference at ~~xxxx~~ Lima and another in Bogota,



in order to ~~Approved For Release 2001/11/21 : CIA-RDP80-00926A000900010002-1~~ the UIE and its democratic organisations, the Secretary decided upon and carried out with great energy a campaign to unmask the promoters of these Conferences and their reactionary and anti-university aims, this campaign was an enormous help in living about the failure of the Lima and Bogota conference and in attracting to our own Conference in Mexico the delegates of student organisations who were to have been present at theirs. It caused also a reaction among the governing bodies of Lima and Peru who hastened to send a letter to the UIE - in June - in which they said : " We had not the intention of going in opposition to the UIE to the Conference which was to be held at Lima. We are ready to accept the resolutions of the Conference of Directors which organised the UIE in Mexico and to maintain a relationship of friendship and collaboration with your organisation."

The success obtained by the UIE with the help of its organisations in Latin America in the unmasking of the enemies of student unity in this country, in the democratisation of education, in the independence and freedom of their peoples, not only brought about the failure of the Conferences at Lima and Bogota, but also strengthened still further the unity of Latin American students around the UIE. A striking confirmation of this statement is afforded by the FEU of Ecuador and Panama. These countries were, in their ignorance, preparing to be present at the anti-UIE and anti-democratic conferences already mentioned. When, however, they learned of our appeal unmasking the aims pursued by the "apristas", they hastened to ~~write~~ write to the Secretariat saying : " We are with the UIE and the Mexican Conference and we wait for your advice to fight the enemies of student unity and the UIE." The care shown and the serious study made of the problems of Latin American students by the Secretariat; its perseverance in seeking contacts and new collaborators among new organisations and students; the political aid given at any moment to students and their organisations in the defence of their cause and the condemning of their enemies; and finally the clear position of our Executive Committee and its Secretariat which presents itself without any confusion of issues, as an international organisation for student unity, democratic, fighting for peace and democracy in the world against the provokers of a new war, imperialism and its agents; all that gives us sufficient basis to be able to affirm to day that the UIE has firmly rooted its prestige and authority, and has won the love of the great mass of democratic and progressive students in Latin America.

The success of the Conference of Student Governing Bodies held in Mexico in last May, has been the logical and just reward of the work of our Executive Secretariat in the course of the year which has passed since the last Council.



## CONTRIBUTION OF THE ENGLISH N.U.S. DELEGATION TO THE DISCUSSION ON THE EXECUTIVE REPORT

Our delegation would like to compliment the Executive Committee on the report which it presented to this Council yesterday. Firstly, because of its balanced attitude towards the many problems with which students are faced today. Secondly, because of the exhaustive character of the analysis of the student situation throughout the world. And thirdly, because of the extensive documentation with which its views are presented. For us this documentation is of the greatest importance in helping us to explain to our students the precise nature of the issues being discussed here. We needn documentation of this kind which explains, rather than political shorthand which tends to confuse.

Further, the report is of more value to the future of the IUS because it is not afraid to criticise in a positive way the past weaknesses of the work of the IUS, of its Council, its Executive and of its member organisations.

We for our part recognise that there have been many weaknesses in our work in England and Wales on behalf of the IUS. We have done a great deal to implement the policies of the IUS and to respond to the many appeals made to us by the Executive. But we feel that most of our relations with the IUS have been of that kind which involves direct contact only between our own Executive Committee and the IUS Executive and Secretariat. Partly through faults of our own and partly through faults of the IUS - both of which we will discuss later in this contribution - it has been difficult for us to draw the great mass of British students into activity on behalf of the IUS or into discussion of its policies. For example, the work which we did to aid the Spanish Republican students, with the exception of one grand campaign, consisted mainly of letters sent by our Executive to the British Foreign Office and other bodies. We cannot claim to have involved the whole student body in our protests.

The second weakness of our work is perhaps the result of a national tradition of comparative comfort and insularity which has tended to divert the attention of our students from enquiring too deeply into the problems of students in other countries, and particularly, as we admit quite frankly, into the conditions of students in the colonial countries. Thus whereas the Executive Committee of the IUS, when discussing the conditions of students in Burma and Malaya for example, find it possible to place responsibility for those conditions at the door of our government, the majority of our students would not at this moment agree with the view expressed by the IUS Executive.

This may be because they have not the information about these conditions or have not taken the trouble to look for it, or, having studied it, have formed different opinions. Whatever the reason, we feel that at this stage we cannot comment on the Executive point of view regarding the question of responsibility for these conditions, but we accept as our duty to pass on all the information sent out by the Bureau of Students Fighting Against Colonialism to our students; and on the basis of the consideration of this information to take necessary action.

Our delegation fully endorses point I of the South East Asia report -- "Students in countries whose governments bear a large responsibility for the oppression of colonial students and youth should take a much more direct interest in the problems of the colonial students and the IUS should help them to do so."

It would be appropriate to mention here that in order to overcome the situation in the past where many of the IUS discussions on the IUS have taken the form of negative criticisms of the formulation of IUS policies, we have considerably reorganised our methods of working in order to integrate more fully the work of the IUS with that of our own national departments and so that our local Unions can discuss the substance of IUS policies more positively.

We consider that in this present discussion National Unions should state how they consider the IUS should carry out the tasks with which it is faced, and the manner in which they as member organisations can strengthen the work of the IUS. We must state that in our view the role of the IUS is not only to formulate policies on the basis of extensive analyses of student conditions -- policies, that is, for the betterment of student life, and so on -- but, in order to give effective leadership, it must devise campaigns which express these policies in terms of concrete activity. They must be activities which involve students in their execution and which in the process educate them in the significance of the policies themselves.

Meetings of this Council and the Executive Committee can pass as many resolutions as they choose, but unless these policies are at the same time conceived in such a way that students can take action to implement them, and unless for every resolution there is an effective and educational campaign of activity, the work of the IUS will be confined to top level discussions and negotiations between the IUS Secretariat and the national executives of the member organisations. In this case we will have failed in our major task of making the IUS a reality for the individual student.

As an illustration of this we would quote the Clinical Conference held in England this summer. We feel that this was inadequately commented upon in the report. To our minds this conference was an excellent example of how to implement, through

activity, the resolutions on intellectual co-operation and how to lay a basis for further work for the democratization of education. Or again, we can best show to our own students the needs of colonial students by involving the individual student in a campaign for relief, particularly in such imaginative schemes as the organisation and equipping of reconstruction teams to go out to the Far East.

All such activities must be discussed further and in greater detail in commissions, which have the responsibility not only to make future plans but to measure past achievements against past resolutions.

Next we have to consider what should be the subject matter of these resolutions and activities. At the last I U S Council when discussing the Australian motion for the clarification of the Constitution we agreed that the chief concern of the I U S is in the sphere of student activities, as outlined in the Constitution and Programme adopted by the 1946 Congress. We recognize that this may at times require the entry of I U S into a discussion of national and international politics in order to achieve reforms which may be an essential pre-requisite for the improvement of student material and academic conditions. In the light of this it seems to our delegation that the veiled reference to the Marshall plan in the Executive report is entirely gratuitous and out of context. This Council would certainly be divided if it discussed whether or not the Marshall Plan has had or will have adverse effects on student conditions. But our main objection to the actual reference to the Marshall Plan in the Report is that the way in which it is referred to is provocative unsubstantiated, unrelated in its context to the student conditions being discussed, and adds nothing to the substance of our report. In these circumstances the mention of the Marshall Plan can only bring division instead of unity into the I U S and it was partly this kind of consideration which moved the Council of our N U S in July of this year to reject that paragraph of the Appeal of the May meeting of the E C of the I U S which refers, again gratuitously and out of context, to the "war-like intentions of British and American Imperialism"

The question of the wording of resolutions is one to which we believe the I U S Executive should give the most detailed consideration. The object of a statement or resolution must always be to gain support. This support can only be gained in all countries if conditions of student life are shown to require action. We can guarantee that our students will be eager to assist their fellows in all countries. But if these conditions are merely expressed as the outcome of an ideological view then we cannot expect our students to overcome their own environment and instinctive patriotism. They will respond to documentation but not to political exhortation. In his report the President referred to the lack of work done by

In his report, the President referred to the lack of work done by the IUS on the "Democratisation of Education" as being a weakness in so far as it tends to regard the democratisation of education as being merely one of the several issues to be dealt with by the IUS. In our view, the phrase "democratisation of education" epitomizes the whole substance of the IUS policy and programme.

For example, one cannot say that either the ESHD or the ICD is mainly responsible for this work. They are BOTH responsible for it, since the democratisation of education requires not only better grants and conditions of study in order to open the doors of our universities to all young people, but also the reform of curricula, methods of teaching and of administration to make it effective. This is the link, in our view, both between these two departments in particular, and in general between all sections of IUS work. For example, we in England know that the more conscious our students become in their own campaign for the democratisation of British Universities around the programme of the N.U.S. "Four Point Policy", so the more they will be able and willing to appreciate the problems of, and to assist the students of, colonial countries in their efforts for the democratisation of education in their countries. No matter which policy of the IUS one discusses, this aim is the source of them all. It is this phrase--"The Democratisation of Education"--which can catch the imagination of the students throughout the world. It shows the continual pattern of the IUS work and the common perspective of all its departments.

As a final general comment on the Executive Report, we would like to say that we entirely agree with the emphasis which has already been placed on the need for a lasting peace, as this obviously is the main prerequisite for the achievement of the aims of the IUS. We hope to discuss this more fully in other sessions and commissions, particularly in the session dealing with International Students Day.

In closing, I would like to repeat the main point of this contribution. That is, that the most effective leadership which this Council and the Executive can give to the IUS is in three stages: firstly, to study the problems confronting the students; secondly, to appreciate the different kinds of organisation which there are in each of the member countries; and thirdly, on the basis of this, to devise student policies which correspond to the needs of students. These student policies should be accompanied by campaigns of activities which involve the individual members of the national unions as well as their leadership.

Our delegation would like to express the faith of our national union in the future of the IUS as the representative of the world student movement, and as a strong and effective organisation working for progress. But to achieve this object this Council must regard itself as the leader of the world student movement and should therefore be concerned not to give long reports which consist of either unrelated information or polemics; but should use their national experiences in order to discuss how the aims of the IUS can best be served and how its programme can best be fulfilled.

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37

THE SITUATION AND THE PROBLEMS OF STUDENTS IN LATIN AMERICAReport by Arturo A cebez

Antecedents: At the time of the meetings of the Executive Committee which took place in Prague during the Council of 1947, a plan of work for Latin America was, in principle, decided upon. In virtue of this plan, after the University Games, there was drawn up in Paris, by Grohman, Vasquez, and A cebez, a programme of work which was to be carried out by Vasquez when he returned to Cuba. The latter was to visit Gamiz and come to an agreement with this member of the E.C. about the work in hand, to make different contacts, to effect the necessary displacements, and finally to send a report to the meeting of the E.C. which was to take place in December. But Vasquez did not pay heed to these decisions, far from it: he carried out a series of activities on his own account and on his own initiative.

The great importance which the IUS had attributed to its work in this part of the world, as well as the news received from different countries, and the lack of detailed information about Vasquez work, made it indispensable for a member of the E.C. to visit the students and their organisations in Latin America. My journey was definitely decided upon at the occasion of the Congress of the Democratic Youth of Latin America, which was to take place in Mexico from the 30th April onwards, and during which the meeting of a conference of student leaders was planned.

My mission consisted not only of taking part, as representative of the IUS in the meetings already quoted, but also was to make the greatest possible number of contacts, to carry out propaganda, and essentially, to study at first hand, the existing situation and the measures therefore necessary for the future work of the IUS. Difficulties of every kind (firstly economic, the documentation difficulties caused by several factors; the political situation of the countries to be visited and the state of the organisations which could help me in my work) limited, of necessity, this initial programme. I hope however, that I may be justified in thinking that the work done will prove to be a great assistance in canalising on a solid basis the future work of the IUS in its relations with Latin America and its most important problems.

Itinerary: I arrived in Guatemala on the morning of the 30th April. Within six hours of flying distance of the Mexican capital, I hoped to obtain quickly my visa from this country and to arrive there at the beginning of the Congress of the Youth of Latin America. I did not, however, obtain the visa in question till the 9th June. I was therefore unable to be present at this meeting and even to get into contact with the students assembled there. All I could do was to make myself acquainted with the resolutions, visit the organisations and the students of this country, and discuss with the member of the E.C., Salvador Gamiz.

With this aim in view, I left Guatemala on the 10th June, arriving in Mexico that same day. I remained there until the 4th July, when I began my journey back to Europe. I passed through Guatemala once more, I spent one night in San Juan de los Rios, arriving in Caracac (Venezuela) on the 7th July. I remained

- 2 -

in this town for ten days and on the 19th July I arrived back in Paris - the end of my journey.

Development of work: It is obvious that it is not my concern to give an account of the development of the Youth Congress and of the Student Conference in Mexico, for the reasons already given. But the Council will have, in addition to the commentaries which I enclose with this report, a special study of the question, mainly the report facilitated by Milorad Pesie, a Yugoslavian member of the WFDY Commission who as a student, had been asked to represent IUS in my absence. My propaganda activity was carried out by different means. In addition to meetings and ther a-e-alls which are to be found in several places and in this report, I shall mention direct propaganda by means of the radio (broadcasting and news firm Guatemala) and of the press (interviews and articles in "Alianza" of Guatemala, "El Popular", "El Nacional" and Juventud" of Mexico, "El Heralda" and "Ultimas Noticias" of Caracas) public manifestations (festival of Spanish students in Mexico, parade of students in the Workers Night Schools of Caracas) etc.. On every occasion I explained the principles, the structure and the activity of the IUS and the help it could give in solving student problems on the continent, as well as the necessity for international student unity in order to defend the peace, the democracy, the independence, the future of the youth today. Likewise I drew attention to the importance of the present meeting of the Council and the necessity of sending delegates to it.

It was especially during my stay in Guatemala that I made a bigger drive to come into contact with all the student organisations and groups of the different countries. I wrote to them all in the name of the IUS offering them my co-operation and suggesting, at the same time the possibility and the usefulness of a personal visit to the them. Unfortunately, this intense epistolary activity did not afford any appreciable results.

And so the sum of my information was collected exclusively in the countries I visited, I took great care to select and check sources to assure myself of the truth of the information obtained, and, in all sincerity, I must inform you that on every occasion I abstained from envisaging problems with any preconceived judgement or ideas.

#### THE YOUTH AND STUDENT SITUATION AND THE UNIVERSITIES

Without looking very far we could quote at length the preponderant part played by the students in bringing about the downfall of the justly detested dictators such as Machado in Cuba, Gmez in Guatemala, Ubice in Guatemala, or Villireel in Bolivia. We could quote also the activity carried out by the students of Panama in leading their people to protest against the concession of military bases to North America, or the struggles of Brazilian students against the granting of oil concession to the foreign monopolies, or the campaigns of the FEU of Cuba against the law union which puts all the sugar of the island at the disposal of the imperialists. Democratic activity continues amongst the students of Puerto Rico who are defending their independence and so on.



This general phenomenon reveals the militant character of the students of Latin America. But on a more general level, it is necessary to draw a more general conclusion. Facts show that the semi-feudal character of the Latin American countries is very widespread, and this creates a great weakness in the student movements there. For it must be remembered that the vast majority of the students, more so than in Europe, come from the well-to-do classes and even from the families of landowners. Because of this, their democratic aspirations is limited by their material interests.

It is because of this that the apparent contradiction between the sporadic manifestations- such as those quoted just now- and the general apathy which is to be found among the students generally, exists. It is not feeling which is lacking among the students of these countries. They are sincerely concerned with the lot of their peoples and are full of a great patriotism. I realise this well. Among examples which I could give you is that of the complete lack of self interest shown by the students of Guatemala during their recent missions of health to the peasants, and also during their struggles as well as those of the Mexican students against illiteracy. But we must realise that student activity would increase in efficacy if the student organisations understood more clearly the need for planning their activity on precise demands and also the need for co-ordinating it still more with the democratic youth movements.

At the present time, anything which will help to strengthen the youth and student movements in Latin America and which will make their objectives of their struggle more precise can greatly assist the march of their peoples towards democracy.

#### THE UNIVERSITY IN LATIN AMERICA

As an institution, the University in almost all of the Latin American countries is generally poor. Facilities are lacking, and those establishments which exist are hardly suitable for teaching. Material is rare, and the laboratories are lacking in number and quality. Teachers too are small in number and underpaid. Teaching methods and curricula are quite out of date in several countries.

It is true that many laudable efforts have been made- some official and others private- to remedy this state of affairs. But these are by no means sufficient. The greatest evil in the University world in Latin America is the tendency for them to consist of a very close and privileged caste. This is shown in certain places by various attitudes which are very skillfully defended. In one of the countries which I visited where at least 75 percent of the population die without receiving any medical attention, it is just the qualified medical men who oppose the entering into the profession of persons with foreign diplomas. They have even gone so far as to demand that the holders of foreign diplomas be prevented from exercising any profession whatsoever, even if they are nationals of the country; and even if they were sent abroad to study by Government scholarships. In another of the countries- perhaps the not the only one in Latin America- there exists a measure which although it may seem to be democratic, is really a privilege.

University education is completely free of charge. It is the total lack of access to the University to the poorer classes that results in a situation where only a minority can take advantage of even the single facility which exists. It would be much more democratic if under such conditions those who can pay, should be charged for their education, and allow state resourced for use by the youth from the middle-, working-, and peasant sections. I think that the student organisations in Latin America will gain much strength from a struggle for University reform. They must struggle for the democratisation of the University, democratisation of instruction and curricula, and take action against discrimination of any kind. This includes, naturally, the struggle against economic discrimination and also the demands to the authorities for a large number of scholarships and facilities of study for the whole people. Together with this, the students should include in their programme all the students demands for the modernisation of teaching methods, the lowering of textbook prices, medical services, canteens and accomodation, educational tours, sports, etc.

To put all this into practise, the students must build strong national unions of students which could mobilise and united the students and awaken among them a spirit of friendship with all students. These organisations have to be run by the students themselves, independent, and free of all corruption. By means of such internal re-enforcement, the students of Latin America can continue without weakening or making a pause in their patriotic movement for national independence. This action would be a guarantee which would double the efficacy of the struggle, which today lacks continuity in several cases, and remains sterile because of its sporadic and ideologically confused character.

#### UNIVERSITY SITUATION IN THE DIFFERENT COUNTRIES

Before telling you some of the facts which I have been able to gather about the universities in certain of the countries, I should like to make a few remarks. Firstly, these facts are all recent, some of them are obtained by me, other produced by the delegates to the Mexican Youth Conference. Doubtless, patient work on documents could provide a greater documentation, but I don't feel that I am able to perform such a task. Secondly, if the details reports are considered to be insufficient, you must take into account that my journey lasted a short time only and that I was able to visit only a few countries.

Material shortages, difficulties of communication and transport, artificial difficulties created by the dictatorial regimes, among other things, keeps the Latin American countries in a state of isolation greater than is generally supposed. This fact also limited my researches. /For an example, a letter between the capitals of Mexico and Guatemala, both frontier countries takes as long or even longer than letters from either of these countries to Europe./ In Venezuela, there were few facts known about the situation in Colombia, and in the same way, the students of Panama knew almost nothing about the student movement in its neighbouring country, Venezuela. The National publications and newspapers hardly ever cross the frontiers.

- 5 -

ARGENTINE

There are 6 Universities in this country, Buenos Aires, la Plata Cordoba, Citoral, Tucuman y Cuyo. Nowadays they are ruled by a University law totalitarian in character which has been in force since January 1st this year. Dr. A. Calcagno, ex-director of the University of la Plata described this law of Peron in the following way: "... the liquidation of University autonomy and democracy: the total elimination of the participation of the students and graduates in the Government of the Universities: and the establishment of a directed culture."

Peron's Government caused 1,250 teachers to be expelled from the Universities among whom was the eminent physiologist Dr. Bernardo Houssay /Prix Nobel/. During this period of repression various University bye-laws were established. Among the slogans used by the followers of Peron was the following; which reveals the barbarity of the resistance against the students: "Haga Patria, mate un estudiante" /be patriotic, kill a student/.

The Argentine University Federation is the only student movement which exists. It is very strong and independent. Peronism has not succeeded in penetrating its ranks. Although the University law states that the "best students" must be student leaders, the FUA elects its representatives directly and democratically. The FUA has a membership of more than 25,000 students and publishes a newspaper which on different occasions has shown great interest in the international problems of students.

The question of the Argentine student joining the IUS is being raised today and depends on the decisions which the assemblies of the centres and federations of the FUA are to adopt in a democratic way.

The Argentine students Simon Makler and Alberto Gurbanov were present at the conference of student directors in Mexico.

BOLIVIA There exists a student federation in Bolivia with sections at la Paz and Oruro. It took an active part in the events of 1946 to remove the government of Gualberlo Villarcel. On this occasion three delegates of the University of la Paz formed part of the Government "Junto" which restored to the country its liberties.

BRAZIL The "Uniao Nacional de Estudantes de Brazil" is affiliated to the IUS with 100,000 members. It wages patriotic and democratic campaigns in spite of the dictatorship of Eurico Gaspar Dutra. The UNEB publishes a good review.

COSTA RICA The democratic student movement has suffered from a certain disorganisation because of the coup de force which brought to power the present day leader of the government, José Figueres. In any case the situation in Costa Rica seems to be rather confused.

COLOMBIA There exists a federation of university students in this country. The most important centre is the University of Medellin. All democratic university activities are just now subject to the fierce repression which followed the April events.

- 6 -

CUBA In addition to the University of Havana there exist the Catholic Universities of Vilanova and Oriente. But in these there is no free appointment to chairs.

The REUC is affiliated to the IUS and controls thirteen faculties and 16,000 members. Its governing bodies are elected directly by their members only to the rank of delegates of material affairs. ("asignaturas"). These choose among themselves the representatives of whom in their turn and in the same way designate the faculty delegates. These make up the governing body of the FEUC and distribute among themselves the representative offices. The last elections took place in the month of June. Enrique Ovaras was re-elected president and Alfredo Guevara was nominated president of the committee of exterior relations.

The FEUC has formed a committee for the independence of Porto Rico and is part of the committee in favour of the Spanish Republic. It has a peasant committee which contributed to organising the national peasant federation of Cuba. The FEUC makes known abroad the principles of the IUS.

The review of the REUC is widely read. At the University there exists a grave problem of gangsterism which was recently the cause of the tragic death of the ex-president of the FEUC, Manuel Castro. After the last presidential elections of the Republic and because of the orientation of the government, some difficulties arose in the realisation of democratic campaigns.

The FEUC thoroughly condemned the activities of its former representative Angel Vasquez, by not re-electing him to his former position. In this way one could realise that he had taken a wrong attitude towards the IUS.

Alfredo Guevara and A. Vamis Taboada represented the FEUC in the conference of student leaders of L.A. which took place in Mexico.

CHILI There is in Chili the federation of the students of Chili (FECH) and the federation of the students of the Catholic University.

The present situation is characterised by a revival of the repression of the unpopular government of Gonzalez Videla, which has had, among others, the following repercussion in University circles.

Bands of Fascists, tolerated by the police, threw tar on books and photographs on the stand of the Alliance of Intellectuals at the book festival.

They also threw bombs against a Jewish circle. This same procedure was used when the FECH assembled to protest against the previous deeds. The same elements tried to set fire to the house of the great poet and senator of the Republic, Pablo Neruda.

When the government took harsh reprisals against the coal-workers strike, the FECH took the decision of sending a commission to take stock of the extent of the persecution of the workers. As a result of the inquiry, the FECH publicly repudiated the government's action and took the side of the workers. Because of this attitude, the young Christian socialist Jacques Chouchol was brought to court. But the student mobilisation set

- 7 -

him free and prevented too the sending to a concentration camp in Pisagua, the student Enrique Kierberg, the national ex-president of technical and industrial students.

Likewise, violating the traditional university autonomy, the Professor of the Faculty of Medicine, Ejora Holmgren, ex-president of the FECH and delegate to the Congress of Youth for Victory, was arrested.

EQUADOR There are four universities in this country, Quito, Guayaquil, Loja and Cuenca. The university student federation has 4,000 members and is member of the IUS. It is the only student organisation in the country. All students in the Faculty are members of the FEUE if they do not express any desire to the contrary. It was founded in 1943. It holds its congress every year and establishes a national sitting in each of the universities where the congress is held. Study associations form the basis of the federation and keep the right of direct vote for the directives and councillors. The directory or committee sends three delegates who form the directing committee and the latter nominates the president and the executive committee which is completed by a member of each association.

The government supervises the FEUE. The organisation attacks the government in which it believes to be harmful to the country, but upholds it in its democratic and progressive actions. The FEUE defends the necessity for agrarian reform and is against the dictatorial governments of America. There is no specific organisation of secondary and specialised schools.

In the conference of I.A. student governing bodies, the representatives of the FEUE were Plutarco Naranjo, Gustavo Buendia and Reivaldo Mino.

GUA TEMALA The Association of University Students has some one thousand five hundred members. It elects its governing bodies in democratic assemblies. As such an organisation it is not very active. It shows tendencies towards isolation in the international field, but they lack essential information about student activity and about the IUS. Regarding this they knew almost nothing when I arrived.

Starting right from the beginning in the question of their membership in the IUS, the president of the AEU promised me to study the possibilities concerning this and to present the problem to his comrades in the governing body and in the assembly.

The autonomous university of San Carlos, of Guatemala, constituted an active element in the patriotic campaign waged by the government and democratic organisations and seconded by the whole people, at the time of the British threat backed up by the presence of warships in the waters of Guatemala.

A very strong group of students form a part nowadays of the democratic alliance of the youth of Guatemala. This recently created organisation is affiliated to the WFDY. It is actually a youth front which is open to all democratic elements and eager to cooperate with the youth of other countries and with their democratic international organisations. The AJDG has a fortnightly newspaper "Alliance" which frequently is



occupied with student problems.

Collaboration between the AEU and the AJDG is very possible and their present friendly relations could be developed into cooperation on the national as well as on the international field.

MEXICO For various reasons, the youth and student organisations of this country are at the moment going through a period of crisis. Recently, reactionary forces made a fierce offensive against the Mexican university. Taking unfair advantage of university autonomy they stirred up risings and disorders, burnt libraries and caused damage in the educational buildings, trying to take over the direction of the autonomous universities by imposing as rector the reactionary Soto y Gama. Although they did not succeed in this project, they partly reached their aim because of the disorganisation and the disorder which they introduced into university life.

These same troublesome elements took advantage of the lack of existence of a solid national student organisation to try to split up the students in their faculty or school organisations, trying to confront on each occasion the different groups of students, to make the unification of democratic students more difficult. Elements outside the educational world, corrupt governors and reactionary and pro-imperialist politicians, continue this task in the service of interests hostile to democracy.

But a healthy reaction has occurred which, with the aid of most of the students is going to destroy these plans. The "rabbits" (the name given in Mexico to reactionary students, promoters of the recent disorders) have already been forced to cease their violent activities. And what is more important, the work of the preparatory committee of the national congress of student unity has been continued. This Committee proposes to finish its work as quickly as possible by setting up a national union of the students of Mexico. At the head of the Committee will be Salvador Gamiz, member of the E.C. of the IUS and the member of the Council, Victor M. Carresco. The action of the Committee is to connect the students of the capital and the university centres of the states. The Committee publishes a bulletin "Student Unity" and was represented at the conference of the student leaders of L.A.. In conversations with Gamiz and in meeting with him, and the most active student representatives, I had the opportunity to express and stress the view of the IUS and agreement was unanimous about the necessity to set up an organisation based on the principles of the IUS. It will be founded on a democratic programme and will be a firm organisation, independent, active, closely linked with the students, which will struggle against all corruption and against foreign interference in the University. In Mexico there exists also a very strong group of Spanish Republican students. They go to the university centres in the country and also to others of a specifically Spanish character such as the Luis Vives institute, the Spanish-Mexican Academy etc... They are organised in the FUE of Spaniards in Mexico, an organisation affiliated to the UFEH, a member of the IUS. They collaborate with Mexican students and develop a constant activity against phalangism in Mexico and in support of the patriotic clandestine struggles of the students who oppose Franco. They support the IUS and give an important place to propaganda in their activities. They have several sport teams and a brilliant University theatre "El Tinglada". They publish a bulletin. They collaborate too in the Mexican student conference.



- 9 -

PANAMA There is only one student organisation with 7,000 members, the Federation of the students of Panama, member of the IUS. It is a very active organisation which enjoys great prestige in the country because of its patriotic campaigns. It was at the head of the recent movement of protests against the concession of military bases to the imperialists of North America, a problem which ended in the victory of the cause of the people of Panama.

PARAGUAY The federation of university students of Paraguay, is of a unitarian and democratic character. It is for this reason that its difficulties have been very great under the dictatorship from which the country suffered. The Dictator Morinigo had Humberto Ga rcote, the director of the FEUP and 36 students assassinated. That was the origin of a powerful student campaign of protest. The case, already quoted, of Torribia of Escalada and others, revealed clearly the aid which Peronism gave to anti-democratic repression in Paraguay.

PERU There exists in Peru, a university student federation and, it appears, at Cuzco, a university syndical association. The former is influenced considerably by the APRA (Alliance populaire révolutionnaire américaine) to the extent of changing almost into an instrument of imperialist manoeuvre, in order to bring about a continental student congress which will be divisionist and outside of the IUS.

On this occasion there arose a reaction of independence in the very heart of the FEUP which contributed, with the public position adopted by the IUS and the vigilance of the L.A. democratic students, to bring about the failure of the manoeuvre.

PORTO RICO The democratic students are united in the students national federation of Porto Rico. They have manifested the desire to become members of the IUS. Recently the struggle of the students of Porto Rico for the defence of the independence of their country became more and more intense: opposed to them are the occupying authorities and certain of their servants, as the rector of the University of Rio Piedras, Jaime Benitez. In this university and against the will of the students, the freedoms of speech was attacked by preventing Doctor Albizu Campos from speaking. The regulation which despises the rights of the students was imposed, the persons who denounced the abuses were attacked, the right of the students to a ssemble was not admitted and a military occupation was installed in the university. Faced with the students protests because of such events and because of the prohibition to hoist the flag of their country and to speak Spanish, their native language, protest which took the form of public manifestation, they expelled from the university and imprisoned 21 students, among others student leaders.

SALVADOR In spite of the situation of existent dictatorship in the country the General Association of the University Students of Salvador is functioning in spite of the obstacles directed against its activities. It has 5,000 members. The organisation contributed to the downfall of the former dictator, Martinez. Its actual flag of battle is that of university autonomy.

They declare themselves staunchly for the Spanish people in their struggle against Franco.

Al though a strong anti-democratic movement exists in the universitz the students of Salvador are among the most heroic of Latin America. There is a chance of strengthening the cont act of the IUS with them and a possibility of obtaining a favorable welcome and perhaps the affiliation of the AGEUS. This organisation was represented in the Conference of the student leaders in Mexico.

URUGUAY There is a democratic union of students. There are also various student groups detached from the general organisation, which are called the Student University Federation of Uruguay.

VENEZUELA There are three universities in this country, Caracas, Zulia and Merida. The student section of the Concferation of Youth of Venezuela, a democratic organisation of liberal ideology, is a member of the IUS.

In the last May, the University Council of Caracas set out a decree in which, among other unjust measure, they forbade students the right to strike. The students of Caracas, universities of secondary education unanimsly began a protest, interrupting the course of these cla sses and occupying thd buildings of education. The students of Merida and of Zulia made agreements of solidarity with the students of the central university.

The important element in the case was that the movement was almost spontaneous. Actually no organisation binds together a group exclusively for students of the different universities of Venezuela. The struggle had been directed and developed by general assemblies, in each centre which already before designating their representative to a local organisa tion had formed the Federation of University Centres, independent among themselves, of Caracas, Zulia and Merida. In the same time, this total absence from this movement destroyed the last remaining doubts as to the supposed existence of national organisations which, though fictitious for a long time, had formerly grouped together a large number of students in Venezuela. These organisations were the FEU which had broken up owing to the struggle against partisan influence in spite of the fact that it had formerly played an important democratic role in the general interest of the students: the name of the UEV, an organisation without any real influence or prestige, is still utilized by some of the Venezuelan Fascists.

One cannot speak of the University Front of student Revolutionaries as an organisation, as it is rather an electoral party comprised of students of the government party, of the democratic group and of communist students.

In spite of the lack of a national organisation, the students carried through their protests and demanded the dismissal of the Dean and of the University Council. The conflict became more intense because of the intransigence and the distrust of certain authorities, and on my leaving Venezuela there was still no settlement. At the this time, the traditional militant cha racter and the feelings of the Venezuelan students was manifested.

- 11 -

Although they were absorbed in the development of the conflict, the Venezuelan students gave an excellent welcome to the representatives of the IUS. The meetings organised by myself crystallised the desire, unanimously experienced, of creating a unique national student organisation affiliated to the IUS. With this objective in view, a committee was formed integrated by its representatives of the Federation of University Centres of Caracas, by the high schools of the republican state, "Fermin Toro" and "Juan Vicente Gonzalez" cultural centre of the pupils of the "Andre Bello" institute and the workers school. At this meeting the Association of normal students and of the Educational Institute had joined the organisation. The Committee is working hard to obtain the participation of the students of the school of commerce, and is continuing the work in conjunction with the IUS.

The future of the IUS in his country is very favourable.

The Congress of the Young Democrats of Latin America and the Conference of Student Leaders.

These great meetings are celebrated in Mexico city from 30th April until the 5th May, 1948.

Their repression was extraordinary among the youth and the students of the continent. The resolutions adopted, being broad in spirit but concrete in content, constitute a real programme and a magnificent vision for the youth of Latin America, who "are fighting for the maintenance of a just and lasting peace, for democracy, national independence, economic development, and the progress of their people, for the betterment of the living conditions and for the unity of youth!"

The Congress was called by the conference of the youth leaders and held at Havana in agreement with the WFDY and with the friendly cooperation of the IUS. A conference of student leaders was called by the IUS and was attended by delegates of the WFDY.

In this report I shall make only some considerations regarding the resolutions adopted by the student conference. The final document of the conference is attached to this report as an annex. The resolutions show the confidence which the IUS inspires in all students, whether or not they belong to Latin America. It should be stressed that the fact that the first point adopted was the support of student organisations for the resolutions of the Youth Conference, is of great importance. This fact shows the fairness of the decisions and in addition represents the willingness of the Latin American students to collaborate very closely with the activities of other youth movements, thus putting into practice the cooperation so frequently recommended by the IUS and the WFDY.

From the point of view which interests this Congress, I could summarise the rest of the problems raised by these resolutions, and discuss the reply which should be given to a suggestion made in these resolutions. It is intended to hold a special congress of Latin American students and we should like the opinion of the IUS on the possible constitution of a student organisation of continental character.

The problem should be viewed in its historical context. This is not in fact, the first time that there has been an attempt to realise such a congress of such importance or to establish an organisation of this character.

Several years ago, there was an inefficient Ibero-American union of students, originating in Spain. More recently there have been several attempts which have been more or less successful, to unite student meetings of Latin America. I can quote as example the one at Lima in 1942, and further attempts in 1943, a meeting called in E.U. of which the Venezuelan students who were present witnessed the failure; the meeting which was to have taken place recently at Lima, patronised by the "Aprismo" to which I have already referred and also a meeting with pretensions of a congress called at the same time and with the purpose of arranging a pan-American conference at the beginning of April in Bogota.

There is a common aspect in all these attempts: all have arisen from elements which are foreign to the students, and the intentions and purposes of their organisers, more or less disguised, were not only removed from the interests of the students, but were also imperialistic, divisionist, reactionary and anti-democratic. The means of reaching these ends is inevitably by dividing and paralysing the democratic student movement of Latin America, and it brought about the detachment of these students from the great international family of students who are fighting for peace and democracy. The active elements were taken mainly by the imperialists, by the Franco Phalange and by the "Aprismo". The lack of subtlety in the plans and the total alienation of the mass of students, which characterised all these attempts led inevitably to failure, even in cases where certain groups of well-intentioned, though misinformed students participated or were on the point of participating in similar unions. These results should not make us believe, however, that the forces which have urged these manoeuvres have changed their intentions. On the contrary, new organisations are actually set up with the intention of controlling the students of Latin America by the anti-democratic forces we have just mentioned. We may be sure that this time they will profit from the knowledge of the mistakes which they made in the past.

It is easy to understand that a serious problem is under consideration in relation to which the IUS should take carefully considered resolutions.

13

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The Conference of the Directors of Mexico has recognized that the intentions of the pro-imperialist forces are in this sense "A threat to democracy in Latin America." At the same time the Conference has realized the necessity of working on a continental basis, but it has decided that "the members of the Executive Committee of the I.U.S. who are originally from America, as well as their Counsellors, would be expected to realize the agreements of the Conference." Such resolutions, taken with full awareness of the actual situation, suggest to us the type of resolution which the Council should adopt.

Before proposing, as conclusion to this report, the resolutions which I suggest should be adopted in relation to the problems of Latin America, I should like to call attention to the fact that the question of the convocation of a special Congress and that of the possible constitution of an organization of continental students should constitute the focus of the work of I.U.S. in Latin America, in my opinion.

In these times when the peace of the world is in danger, it is increasingly necessary to reinforce effectively and unitedly the front of the democratic students of all countries, facilitating their cooperation on a common basis which can only be that of the I.U.S.

Certainly the students of Latin America who love democracy do not want to create a fissure in the block of young people and students who fight actively for peace, national independence and democracy. They are a major force which the I.U.S. can not pass by and to which the IUS has the serious responsibility of presenting the problems of the rest of the students of the world. It would be false and harmful for either one of the two groups to deprive the other of complete cooperation. This would injure the cause of peace and of a progressive university system.

#### THE PROPECTS RESOLVED BY THE COUNCIL ABOUT THE FUTUR WORK OF THE IUS IN LATIN AMERICA

The Council greets the students of Latin America who defend with ardour and heroism their national and university liberties, in the face of imperialistic attacks, both external and internal.

The Council appeals to all the students of Latin America to pursue without rest their democratic pacifist combat, in union with all the patriotic and progressive sectors of the youth of their respective countries and in contact through IUS with the democratic students of the whole world and with their essential problems, inadequately known and understood today by the mass of Latin American students.

The Council appeals to the students of Latin America to create, support and develop in each country solid student organizations capable of putting into practice definite programs, acceptable to all democratic students, in which there will be united the defence of peace, democracy, national independence and free universities and the struggle against discrimination of any kind and for specifically students activities. These organizations must be united and capable of struggling against scissions amongst the students, they must be independent and draw their strength from the attachment, the participation and the support of the mass of students as a whole.

The Council decides:

To recommend to the national organizations of Latin American students

To recommend to the national organisations of Latin American students and especially to those affiliated to the IUS the most complete internal democratisation, to succeed in bringing all students to a participation in the total life of the organisation and in particular in the direct and democratic election of its directors.

The Council deems it necessary for the present that there should be attributed within the IUS certain rights which will stimulate and make possible the participation of Latin American baccalaureate students in the international work of students. Numerous of them and their organisations are already active and enthusiastic elements of Latin American student democratic organisations and there is to be found in them a certain group friendly to the IUS and to the elements of renovation and of encouragement of the national university milieu.

The Council invites the Secretariat to adopt the following practical measures in connection with the Latin American students.

- a. The maintenance of a permanent effort between the Departments of Latin American, of IUS, and of FMJD for the exchange of information and experiences.
- b. The adoption of practical measures and the obtaining of economic aid which will facilitate the attendance at the reunions of the IUS and the participation in its daily work of the greatest possible number of delegates from Latin American student organisations, during periods sufficient for the formation of these delegates in relation to the most important students' problems.
- c. The publication of a pamphlet in Spanish for Latin American students, their directors and their organisations, in which there will be an explanation of the most noteworthy experiences in the work of the organisations affiliated to the IUS and with details of the structure, statutes, methods of work and direction of these organisations, as well as the bases of their political and economic independence.
- d. A special publication for Latin America of these Council Resolutions which are connected with their students.



RETURN TO THE LIBRARY

38

## NATIONAL UNION OF NORWEGIAN STUDENTS

Report on the Social work 1947/48.1. Student statistics.

In connection with the half-yearly inscriptions to the studies detailed investigations (mainly on the social origin of the students) has been carried out at the University of Oslo. A great investigation is planned for all universities during the spring next year, NUNS has carried out a special investigation on the conditions for married students in Norway. The results will probably appear in September.

2. Reduction of taxes.

NUNS has worked out a detailed plan for reduction of taxes for the students.

3. University fees.

All university fees (except a few small laboratory fees etc.) have been removed at all universities.

4. Scholarships.

The Government scholarships for students have been increased, but the total amount is not yet high enough to guarantee a complete democratization of the studies. NUNS has started to make register of all Government, municipal and private scholarships for Norwegian students. This work will be finished during next termin.

5. Loans.

The National Loan-Fund for Students was established by an act of June 6th, 1947, and put into force the 1st of November, 1947. The purpose of the Loan-Fund is to give loans to students at Norwegian universities, scientific institutions and teachers schools. Loans may also exceptionally be given to Norwegian citizen who study at corresponding establishments abroad.

Qualifications: The applicant must be competent in his chosen line of studies. His supporter's and his own economical situation must justify the loan. The degree of skill and need are not stipulated: each application is treated individually.

Terms: The loan is free from interest while the studies are going on. When these are completed, the student owes the Fund the exact amount he has borrowed. The Nation will meet the Fund's deficit due to expenses.

Repayment must have started within 3 year and a half after having concluded his education, and must as a rule be completed after 15 years. Interest is paid from the moment the student has finished his studies; repayment can be effectuated in semi-annual terms. No guarantee is required.

6. Health.

With accent on preventive medical control, a five men committee has been making plans which are hoped to make the future health programme of the University of Oslo range with the most advanced of similar institutions in other countries. Aside from the annual compulsory physical examination, control of tuberculosis for all students, dental treatment and health insurance are some of the problems to be dealt with. Other Norwegian schools are expected to follow suit later.

If office space is available, the TBC control programme will start next fall. Two per cent of the student body—around 200 students—are expected to be infected, but only half that number of cases has yet been detected. X-ray tests will be an integral part of control, and for those students who show a negative reaction on Pirquet tests, an inoculation with BCG vaccine will be required. In view of statistics made of other professional groups, factories etc. there is reason to believe that about five more per cent of the students will be in need of treatment of various other diseases by a full time university physician, but this plan must be deferred for lack of housing.

The student health insurance is pending with plans for a national health insurance on Norway, which, when initiated in a few years, will make a separate insurance for students superfluous. With respect to dental treatment, the students may now receive it against a nominal fee at the University College of Dentistry in Oslo.

7. Travel reductions.

The NUNS work in this field has not been very successful. We have obtained a possibility of 25% travel reductions for student groups travelling by train, but special applications are needed for each separate case. An action in order to obtain reductions for students travelling by ships is planned.

## NATIONAL UNION OF NORWEGIAN STUDENTS

### Report on relief activities 1947/48.

Having considered the decisions taken at the Aarhus Conference, the NUNS decided to concentrate its relief work on Poland.

- In November the Fund Raising Week a big fund raising campaign was organised at the University of Oslo. Badges were sold and book-auction was arranged. An entertainment evening, with artistic entertainment and a lottery was organised. This campaign brought in ca. 2000,- dollars.

- Vitamin-pills and cod liver oil pills were obtained to reduced prices and sent to the WSR Committee in Poland. These medicaments had a value of about 6000,- dollars.

- A mimeographing machine has been applied for and is to be sent to Poland.

- At the University of Bergen, the students had an important fund raising campaign for the Aid to Europe.

- At the Technical High School of Trondheim, about 1000,- dollars were collected.

- In cooperation with the Student Council of Oslo University a plan has been carried out to invite to Norway ca. 20 Czech and Spanish refuge-students.

- Individual food parcels were sent by students in Oslo to students in Poland.

Great difficulties have been faced this year in our relief work.

- Difficulties to obtain export-licences.

- The Aid to Europe has a monopoly as buyer of cod liver oil.

- Many important relief organisations work in Norway now, and have important means at their disposal. (E.g. The Aid to Europe), (The United Nations Appeal for Children).

On March 1st 1948 the students of the University of Oslo had a "working day" for the Aid to Children, and 16.000 dollars were collected.

## NATIONAL UNION OF NORWEGIAN STUDENTS

### Main Student Exchange Activities 1947/48.

With more than 400 foreign students (a conservative estimate) taking part in summer schools, conventions and working camps in Norway, apart from those going here on their own, the NUNS feels that we are starting to reciprocate some of the hospitality with which Norwegian students have been met abroad after the war. The highlight of the summer will be, of course, the Summer School for American Students arranged by the University of Oslo, hoping to repeat the success from last year.

### NUNS Arrangements

Apart from a Nordic Student convention, a vacation camp with participants from 12 nations and a working camp with representatives from 3 have been arranged by the NUNS. Though the number can hardly be said to be overwhelming the development is salutary. Not only do we want to return what other countries have done for Norwegian students, but the international currency situation makes the exchange of students on a reciprocal basis desirable, as it was brought out when our exchange plans were submitted at the travel meeting of the IUS Central Travel and Exchange Department.

#### At Svartor:

##### International living...

The International Student Camp was located in the beautiful hills north of Oslo, the cultural life of the city and primitive life of the forest equally within reach.

Though invitations were sent to student organizations of more than 40 countries, the relatively high price, transportation difficulties and possible defects of the information systems of the various national organizations have kept the number of countries down to 12.

Though a vacation camp, the programmes offered plenty of opportunities for learning something about Norway, lectures gave glimpses of Norwegian cultural and economic life, and trips showed various activities of the Norwegian capital and surroundings.

#### In Romedal:

##### International working:

French, Finnish and Norwegian students got together on a reforestation project in Romedal north of Oslo during the period July 18th to 30th. Sponsored by the NUNS in collaboration with the local administration the students were headed by Norwegian students.

- 2 -

At Voss:

Road building...  
Sponsored by the Students' Council in Bergen English and Norwegian students worked on the new road from Voss to Vik at the Sognefjord during 3 weeks. Afterwards the English students spent one or two weeks on holiday in Western Norway.

Americans to Oslo.

249 American Students and one Canadian arrived in Oslo with the S/S Marine Jumper on June 27th, and the Summer School for American students at the University of Oslo began its second session. With the ordinary faculty supplemented by members of government, prominent professional men and women as well as scientists, journalists and artists, the purpose of the school is not only to give an insight into Norwegian life and culture, but also to provide regular courses in academic subjects in fields where Norway has some of the top men, such as meteorology, marine biology and the social sciences.

Summary:

About 150 Norwegian students have been sent abroad by the NUNS Exchange Section and about 100 more by the member organizations. They went to the following countries:

- Belgium
- Bulgaria
- Czechoslovakia
- Denmark
- Finland
- France
- Germany
- Great Britain
- Holland
- Italy
- Sweden
- Switzerland
- Yugoslavia

Students from the following countries have been in Norway this summer:

- Belgium
- Canada
- China
- Czechoslovakia
- Denmark
- Finland
- France
- Great Britain
- Holland
- Iceland
- Indonesia
- Poland
- South Africa
- Rep. Spain
- Sweden
- Switzerland
- U.S.A.

NATIONAL UNION OF NORWEGIAN STUDENTS.

Main activities of the Press and Information Section 1947/48.

1. World Student News.

A special sub-section has worked on the WSN. This sub-section has consisted of one leader, two correspondents, one subscription secretary and one representative at each university. During the autumn a subscription campaign was carried out. The NUNS has had many difficulties in the work on the WSN. The students in Norway have made much criticism against the magazine because they think that the content is very one-sided. After the discontinuation of publishing the WSN most of the subscribers have asked for repayment of the fee.

2. NUNS Newsletter

From December 1947 the Section has published monthly the NUNS Newsletter, which has been sent to all NUS's free of charge.

3. Special activities

The Section has published a survey of the organization of Norwegian Students. A report on study conditions in Norway will be sent out during the month of September.

4. National information

The Sub-section for National information has published the first issue of "Student Work in Norway", which tries to give the authorities and the press an impression of Norwegian student activities. The sub-section has also sent information on international student work to our student press and has distributed messages from the NUNS to the students.



NATIONAL UNION OF NORWEGIAN STUDENTS

Report on the relations with the I.U.S.

The question of NUNS affiliation to the I.U.S. was put on the agendas for the yearly General Student Convents of the different faculties during the winter 1947/48. There was a very strong opposition against affiliation among the students, but thanks to hard work by the NUNS staff we succeeded in obtaining a majority for affiliation at most of the faculties. (The last Convent, which was held after the events in CSR, decided most unanimously not to recommend affiliation).

After the February events in CSR the students in Oslo arranged big demonstrations of protest. Therefore, the Executive Committee of the NUNS decided to wait for information about the position of the IUS secretariate towards these events. It was quite obvious that the great majority of Norwegian students did not agree in the decisions of the secretariate, and that new Convents after the events would have voted almost unanimously against affiliation. As a consequence the Committee decided to postpone the affiliation.

On the other hand the Committee did not think it was right to put the question before new Convents, because the secretariate is not a governing body in the IUS. The whole question will be put before the yearly Convents this autumn. Their decision will mainly depend on the results of this Council meeting of the IUS.

Bilag 2

NORSK STUDENTSAFTAND

International Union of Students  
Jana Opletala 38  
Praha

March 11 1948

Dear friends.

In connection with the recent events in CSR and the attitude of the IUS secretariat towards these events, we feel it urgent to make the following statements:

1. According to the Constitution of the IUS it is the duty of the organisation to protest against such events as exclusions of czechoslovak students from the universities, action committees taking over the leadership of the student organisations etc.

We think of the following parts of the Constitution:

"The aims of the IUS shall be:....."

b) To secure for all young people the right and possibility of primary, secondary and higher education regardless of... political conviction.....

c) To promote among students an appreciation of the cultures of all people and the love of democracy and freedom.

i) .... to combat all forms of discrimination....."

2. As you will remember we have several times warned you against the pure political activities of the IUS ( see our letter of 3/12/47 etc.) As we have pointed out the political activity of the IUS is a great danger to the future of the organisation, but the danger is even greater if the activity is one-sided. We are therefore strongly against the recent decisions of the secretariat regarding the greetings to the actions committees etc. As you know the main accusation that come forth against the IUS in this country has been that the IUS is a partisan political organisation. It seems to us that the recent decisions of the secretariat may justify this view.

3. We are very astonished that we have not been informed of the fact that Bill Ellis has left his job as a Vicepresident of the IUS and that Jim Smith has left the secretariat as his deputy. In our opinion it was the simple duty of the secretariat to inform all member organisation about this very important event as soon as possible.

4. We have heard about the discussions between the members of the secretariat, and we think that it is very peculiar that nothing has been mentioned about this in your communiques of information, which have only contained detailed informations about Czechoslovak affairs but nothing about the attitude of the secretariat.

5. As you know the NUNS have not affiliated the IUS. We were just going to affiliate when we heard about the events in CSR. The Executive Committee of the NUNS decided to wait in order to get further informations. Afterwards the question has been carefully discussed, but we have to inform you that the Executive Committee of the NUNS in the present situation is not able to recommend affiliation. The final decision of affiliation or non-affiliation has not yet been taken and we think it is right to postpone this decision until the Council meeting has been held. But we think that it is our duty to inform you that almost every Norwegian student has demonstrated against the recent development in CSR, and that it will probably be impossible for the NUNS to continue to cooperate with the IUS if the Council agree with the secretariat that no protest should be made against the interference of the action committees with the student organisation in CSR.

At last we want to stress that we are of course still willing to continue and very interested in international student cooperation, but this cooperation must be entirely non-partisan. The last decisions of the IUS secretariat has therefore been a great disappointment to us.

Yours sincerely

for and on behalf of the  
NATIONAL UNION OF NORWEGIAN STUDENTS

Winn Valeur  
President

Per Sevaldson  
Vice-President

Eug Bie  
General Secretary

Jon-Hjalmar Smith  
International Secretary

International Union of Students,  
Jana Opletala 38,  
Praha.

Ref. I/JHS/AR

File no. 3618.

We have received the "IUS report on recent events in C.S.R." We cannot see that the report contains very much that is new to us, and it has not, therefore, changed the view we take of the events to which it refers, nor invalidated the criticism of the activities of the secretariat which we expressed in our letter of 11th March last. As we are not able to verify the facts given, we are not going to enter into any discussion of the particulars of the report.

We want, however, to correct some references made to the NUNO and its relation to the IUS. As will be known, the National Union of Norwegian Students has not ratified the constitution of the IUS and consequently is not a member of the organisation. In spite of this, the IUS has several times entered the NUNO as a member in its publications. We have repeatedly called the attention of the IUS to this fact, and we are therefore somewhat surprised to read in the IUS report (p.26) that the NUNO has announced a suspension of its membership and possible retreat from the organisation owing to the activities of the secretariat. Not being a member of the organisation, the NUNO of course has made no such announcement. But the activities and the policy of the secretariat may determine the attitude we will be taking to the IUS in the future.

The most important thing to us, however, is that the report shows a conception of organisational democracy different from ours. We do not think that the use of illegal means is just able to attain any end. As we see it, a violation of any constitution made by one group, for instance elections fraud does not entitle another group to make a similar violation. Any organisation has certain rules of constitutional procedure which have to be followed if democracy is to be preserved.

In our opinion, any international student organisation disregarding those principles will be unable to work successfully towards the realization of the objectives defined by the IUS.

Yours sincerely

for and on behalf of the  
NATIONAL UNION OF NORWEGIAN STUDENTS

Finn Valeur  
President

Per Sevaldson  
Vice-President

Dag Rie  
General secretary

Tom Hilmar Smith  
International secretary

Present State of the higher education in Poland.

Activity of the Polish Student organisations in the year  
1947/1948

One of the main problems that faced the Polish students after the second World War was the close cooperation among the existing student organisations and then question of uniting the student movement. The necessity of the latter became apparent when, on the one hand the accepted forms of cooperation have proved insufficient and on the other hand it was understood that further tightening of cooperation was not only imperative in view of the enormous tasks the organisations but also quite feasible considering the experience won by that time.

The right opinion prevailed, particularly in the ranks of former social-educational organisations, that the basic factor, which would enable to fulfil the tasks confronting the students, was merging of all progressive forces in one common organisation. It was in the social - educational organisations that the idea of unification was born and their was the biggest share in its realization.

Only a well organised, united effort supported by rank and file of the students will produce practical results that cannot be achieved by many weak organisations working without coordination. These can only fix a programme that always remains unfulfilled and, at best, is continually perfected during the theoretical discussions at the meetings.

The situation is still worse when there is bitter rivalry among the particular organisations, paralyzing practical activity.

Such rivalries can arise out of the basic differences in ideological and political outlook, but frequently are caused by local peculiarities, unsound traditionalism or overgrown personal ambitions of the leaders.

Under such circumstances the activity may well become limited to polemical arguments and endless meetings with proverbial senseless academic discussions. This sort of activity is just a wasting of precious time and can bring no benefit to the organization and its members.

### Struggle for unity of the student movement.

Realizing the enormous tasks lying ahead particularly in view of difficult conditions of study resulting from war devastations and also learning in mind sad results of disunity among the pre-war progressive organisations in Poland and observing unpleasant consequences of the present split up of the student movement in many countries, the social-educational organisations have recognised the importance and urgency of forming a single all-embracing organisation.

This idea met with appreciation support on the part of all organisations.

To present a comprehensive picture of our achievements in this field, we shall have to begin by describing the scene before the changes took place. Although the Coordinating Committee as a form of cooperation among all the student organisations was already in existence a year ago, we shall go still further back to follow process of unification. To begin with, here is the brief outline of the very specific general position the student life in Poland.



The very numerous student organisations in this country can be divided into several main types. Among the most numerous are "Bratnia Pomoc", or student self - help associations, that exist at every higher school and enjoy the membership of vast majority of students. Until recently there has been no link between the particular "Bratnia Pomoc" Associations either on a national scale or within the particular academic centres.

The object of the social educational organisations was to bring up the youth in the spirit of democracy and social progress. There were four social - educational organisations in Poland, i. e. The Association of Intependant Socialist Youth, Fighting Student Youth Association, "Life", All Polish Committees of Studyig Peasant Youth "Wici" and the Student Section of the Association of Democratic Youth.

These organisations comprised 20% of the whole youth including the most active, devoted and consciencious elements who made the biggest contribution in all sectors of work. They were the leaders of the student youth and initiators of the unity drive which they realized in four stages, beginning with the Student Committee of Coordination and ending up with the present Union of Polish Youth.

By far the most numerous are the scientific organisations so called scientific circles, grouping the students studying in the same faculties and specializing in the same direction. So we get medical circles, electrotechnical circles, etc. There are at least several and sometimes over twenty circles at every higher school.

Since recently they have joined on the national scale forming so called Central Scientific Circles.

Then there are Student Sport Associations /A.Z.S./ also centralized in the Central Student Sport Association.

These are the four main types of the student organisations. There are others as well but not of purely character. Most of them are student sections of various social organisations such as religious, societies of friends of other countries, Maritime League etc. On account of their only partly academic character such organisations do not play any important role in the life of higher schools. This disrupted character of the student organisational life was hindering any activity and calling for a coordinated central authority in student matters whether inside the country or abroad. The first step towards centralisation was forming of the Coordinating Committee of the Polish Student Organisations, members of the International Union of Students /I.U.S./ These were : Self-help organisations, social - educational organisations and the Student Sport Associations. Thus the Coordinating Committee was the central body maintaining contact between the Polish students and the Headquarters of the I.U.S. and also acted as a student representative body inside Poland. The Committee carried out its task in the sector of foreign relations by organising student exchange with other countries / over 200 students by choosing and sending delegates to various congress and meetings and by representing the whole of the Polish students on international field.

However, its activity inside the country as a representative central organ of students was not adequate. The fragmentary character of this activity was mainly due to the lack of statute / there were no established and precise organisational forms./

The Committee, however, played an important role in bringing up the masses of students in the spirit of progress, democracy, and struggle for peace. Some of the organisations, members of the Committee / and also of the I.U.S. / had a cut ideology as the social - educational organisations. There were others, like " Bratnia Pomoc " and A.Z.S. where the majority of members did not belong to any social - educational organisations.

During its one year's activity the Committee was able to lay solid foundations of harmonious cooperation between those students who were members of different organisations. This cooperation developed on the broad basis of the democratic ideology and concrete social activity on the academic fields.

The Coordinating Committee became the basis of another organisation which covered all fields of student life, was based on a statute and authority provided with sanctions and whose organisational structure was built out down to the level of particular higher schools. The name of this organisation is the Federation of Polish Student Organisations.

During 16 - 19 last March a national Conference of the delegates of all student organisations was called by the Coordinating Committee in Kraków, the oldest university town in Poland.

As a result of the Conference the Federation was called to being and its statute decided upon. Then the Conference transformed into the First Council of the Federation

elected the authorities and passed a number of resolutions out lining the future activity.

The Federation composed of the following member organisations : Bratnia Pomoc / Self - help /, Union of Polish Student Youth, Scientific Circles and Student Sport Associations.

Its highest authority is the Council which assembles once a year and consists of the delegates of all the member organisations.

At the head of the Council is the Presidium, composed of 8 persons with the supreme authority, which can pass on to the Executive Secretariat at the times between the meetings of the Presidium.

Under the central authority of the Federation come the District Committees with their Presidiums, representing the Federation at particular university towns. The District Committees consist of the delegates of all the member organisations existing in that particular academic centre. The University Committee constitutes the smallest organisational cell of the Federation. It was agreed that, for the time, the functions of the University Committees will be taken over by the Executives of the Self -help organisations. For this purpose these organisations have transformed in such a way as to admit the representatives of all the member organisations active at the particular academic school.

The preamble to the statute of the Federation has the character of a concise ideological declaration. It stresses the progressive and democratic outlook of the Federation and points out the necessity of an active participation of students in democratisation of higher schools, in promoting accessibility of academic schools for peasant and working class youth and in cooperation with the government authorities in bringing about the reform studies with the view on affecting closer ties between science and the needs of the country, under reconstruction with fullest consideration of social aspects.

"The Federation, together with the whole camp of Polish democracy and in close cooperation with the progressive youth movement and the peasant and working youth will bring the academic schools and the student youth in line with the big changes now taking place in Poland".

Being a member of the International Union of Students the Federation, along with the democratic youth movement of the world, will struggle against fascism and imperialism for peace and better world. The Federation is the chief student representative body inside and outside Poland. Within the country it covers the whole of student life. Its task is centralizing or coordinating the most important aspects of student life, which being done through the central organs /The Executive Secretariat/ as well its provincial representation/ District Committees and individual academic schools/.

8

The student Aid Department coordinates the self - help activity of " Bratnia Pomoc " both at procuring the help and at its rational distribution.

The Foreign Department organised this years student exchange scheme. The Scientific Department coordinates the activity of particular central scientific circles. The Department of Health and Recreation is working out centrally this years scheme of students vacations. Apart from those described above there exist cultural educational, sport and financial - economical departments. As we see the Federation is the representative student organisation in Poland and, in many respects, it plays the same role as the National Unions of Students in many other countries.

#### Contribution towards the international student unity.

It is obvious that unity among the students of the whole world is equally essential for realisation of universal programmes as is the united front of young people in particular countries for efficient work and achievement of their aims. In the opinion of the Polish students only the IUS represented the will to attain this kind of unity. The IUS was first to comprehend the magnitude of the tasks facing the student youth of the world and realized that only the unity of the progressive forces of the young gene-



-9-

ration will enable it to fulfil its great task: preserving the lasting peace. In appreciation of the great ideals and achievement of the IUS, the FPOS started through its member organisation a large - scale campaign to popularize the IUS among the students. Good opportunity was offered last year by the International Students Day which was celebrated very solemnly all over the country. The IUS Week and the International Students Day have also contributed to the popularity of the IUS among the masses of the students and the general public. It was organised by the Coordinating Committee of Polish Students Organisations. In the course of the Students Week and on the 17 th November a great campaign to popularise the IUS was carried on by all accessible means. Its emblem is now well known to all students and a great proportion of people in the street. Solemn meetings were held in all the 11 university centers, attended by the representatives of the IUS Council, the Coordinating Committee, University professors and government authorities. Street processions, concerts, shows and sporting meetings were organised and the proceeds turned for students aid. In spite of enormous destructions and difficult general situation it was decided to make contribution of 560,000 <sup>zł.</sup> ~~zł.~~ to the IUS colonial Fund to manifest sympathy and support to the students of the colonial countries fighting against the imperialism and oppression.

Answering the appeal of the IUS, the Federation of P.S.O. has secured 4 scholarships, granted by the Ministry of Education to the students of the colonial countries.

Besides these special actions the FPOS informs the public through the daily press about the current IUS activities.

As the news arrives through the IUS about the situation of students in the colonial countries, the SPÓS makes it known to all the students and general public, declaring its attitude of

-10 -

sympathy and solidarity with our friends from colonial countries and offering support by way of sending letters protest to the authorities concerned.

The FPOS considers itself a part of the world democratic student movement and as such it realizes that the fight for liberty in which are engaged the students of Spain, Greece, China, Vietnam, Indonesia, Israel, and other dependent countries is a part of the struggle for peace of the whole progressive student movement. Hence the full understanding and strongest support offered to our friends abroad. The Polish students are determined to continue to support all those who fight for national sovereignty, right to education and reasonable conditions of studying.

## II

Struggle to improve the condition of life and study has been one of the chief concerns of the FPOS. The results of this struggle differ in various countries with the forms of government.

For it will be impossible to improve these conditions and help the working and peasant youth with their higher education in a country where the budget for education is a fraction of war expenditure. This is quite clear when we look at some statistical data from the USA, France and other countries. Our position in this respect is more favourable as it is in all countries of Peoples Democracy not to mention the USSR, where the problem does not exist at all. The following figures show very clearly:

Relative expenditure of the Ministry  
-----  
of Education and War Ministry.  
-----

I928	-100	: I98	I947	-100	: I30
I934	-100	: 245	I948	-100	: I23

Relative expenditure on education / total /  
-----  
compared with the budget of War Ministry.  
-----

I928	-100	: I49	I947	-100	: I08
I937	-100	: I84	I948	-100	: 84

And here are some figures to illustrate our achievements in the sphere of rehabilitation of our educational system. When studying these data one must bear in mind that Poland is one of the most war-devasted countries in the world. Only then the assume their full significance. 63% of university institutes and laboratories were totally destroyed /357/.

I2

36% partly destroyed /216/, 400 professors and their assistants perished during the occupation.

Comparative data on higher education in Poland for the

academic years 1937/38, 44/45, 46/47, 47/48.

Year	Number of Acad. schools	Number of faculties	Number of students	Total	Prepar. year.	I year
1937/38	28	93	48018	424	11500	
1944/45	12	41	18466	3512	9000	
1946/47	52	124	84680		37500	
1947/48			90000			

Faculties

Year	I	2	3	4	5	6	7	I. Total
								2. Philosophy and social.
								3. Law and political
								4. Agriculture
								5. Commerce
								6. Medicine
								7. Technology
1937/38	93	40	13	8	6	15	11	
1944/45	41	10	3	6	5	11	6	
1956/47	124	28	17	17	9	17	36	

Number of students in particular faculties.

1937/38	43.018	14.018	13.072	2.470	4.322	6.543	7.593
1944/45	18.466	3.604	3.636	1.207	2.815	4.621	2.583
1946/47	84.680	18.052	17.082	6,251	12.523	14.185	16.587
1947/48	90.000						

States aid to students.

Main practical needs of students are being gradually satisfied by the assistance forthcoming from the governmental departments and so the students enjoy: Free tuition and moderate lodging fees, provision of hostels and student canteens, free use of libraries, laboratories, text-books and other equipment elimination of the examination fees,

-13-

adequate provision of recreational, cultural and social facilities, free curative and preventive health service. About 15-20 thousand students get scholarship. Students hostels have been provided for 12,100 persons and additional ones capable of housing 12,300 persons will be opened in the coming academic year. 7,000 students of feeble health spent their summer vacations in the student rest-houses, free of charge, another 4000 took part in the social-rest camps.

The FPOS's activity in this sphere consisted in the participation of its representatives in the work of particular government departments concerned in aiding the students, in presenting to the educational authorities the requisiments and projects of distribution of the aid and in administering the funds made available to them. Recently the FPOS has presented to the Ministry of Education a project of centralizing the system of scholarships and coordinating the methods of selection. These projects have been examined and accepted by the authorities. This new system centralizes all the scholarships in the Ministry of Education and the Society of Friends of the Student Youth, rationalizes the distribution of aid among the individual Centres and faculties and guarantees that the aid will be properly used. This can be considered a great success of the FPOS in the field of just distribution of aid.

On the one hand the fact of accepting the FPOS's project testifies of the attention that the People's Government pays to the problem of the Polish student youth

-14-

and on the other hand it proves that the FPOS is paying an important rôle of in advocate of the students' interest. To get the complete picture of the aid activity conducted by the FPOS we must add here that the distribution of scholarships within the individual schools is carried out by the qualifying boards composed of the students themselves .

#### Democratisation of higher education

The activity of the FPOS and its member organisations is not limited to the relief work. One of the main tasks carried out by the progressive youth is the struggle for democratisation of education. In this field particularly active is the social-educational organisation of UPSY / Union of the Polish Student Youth / which unites in its ranks most progressive and conscientious elements. The process of democratisation of higher education can be divided in two sectors; one is concerned with changing the social composition of the students and the other with effecting the reform of studies and removing the last remnants of the fascist and anti-scientific theories.

It is a well known fact that the atmosphere prevailing at the universities largely depends on the social composition of the body of students. For a very long time the working and peasant youth was wronged by not admitting it to the universities. That was not only injustice but also a factor contributing towards the fascisation of the academic schools in pre-war period by the sons of land-lords and capitalists who formed 43% of the student population.



-15-

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This is why a change in this field was imperative as regards the social crosssection of students the change was effected by introducing preparatory courses and initial years prior to the first year of study, also by material help offered to the poor students of working and peasant origin. For it became clear that the formal access to universities remains a fiction when there is no adequate assistance in preparing the working et peasant youth for higher studies. The pre-war position in this respect can be assessed from the following facts: In case of the children of capitalists, landlords and peoples of free profession, out of 1000 in primary schools - 250 reached the universities. Out of 1000 children of middle-class origin in primary schools 247 were in the first year of the universities. The corresponding figures for the children of workers are 4 out of 1000, for the children of peasants - 2 out of 1000 and the children of land labourers - only 1 out of 1000

Similar facts can be observed in the U.S., France G. Britain and ether capitalist countries, to say nothing of the dependent, colonial and semi-colonial countries.

The struggle for democratisation is closely linked up with improvement and often with creating adequate of existence. This has been proved by the increase of the percentage of working and peasant youth in the universities up to the present figure of 43% , after only 3 years of Peoples' Government in Poland. This sudden rise has been brought about in very difficult material conditions and in face of inner disapprobation of the small groups of reactionary professors and students who tried to sabotage this action

-16-

It is an achievement that speaks for itself.

Parallel with the changes described above came the reform of the higher system. After the completion of the two fundamental social reforms; the agrarian reform and the nationalisation of industry, the "third reform" of education, concerning particularly academic schools, became an urgent problem. If, however, the student organisations and particularly the UPSY played a leading part in effecting the social changes, their contribution in the educational reform had to be limited to consultation, putting forth their postulates and taking part in discussion, owing to the specific character of the problem.

Even so the contribution made by student organisations by particular Central Scientific Circles was substantial. One must mention here the part played by the Medical Student Association which was consulted and asked to put forth a project of reforming the studies in medical faculties. Large part of this project was accepted by the government authorities and included in the regulations issued by the Ministry of health.

As it was already pointed out before the Educational reform became a necessity in view of the age-long neglect of the problems of higher education,

In pre-war Poland the theoretical education prevailed over the practical one.

There were far too many schools of administrative and classical character in relation to the technological and scientific institutes. All the education was directed at satisfying the needs of government administration

- 17 -

and not at development of science and industry which were not considered important by the government of that time. The technical schools were treated as inferior and their diplomas closed the door to further scientific education. The universities enjoyed their autocratic status which had been left unchanged since the XVth Century. There was no body charged with the task of elaborating the system of higher studies in a national scale.

The reform has been prepared very carefully. The Government has nominated the Council of Academic Schools composed of eminent scientists under the presidency of a representative of the Central Commission of Syndicates. This Council was entrusted with the task of preparing the project of the reform. There was a youth section formed at the Council. Through this section the representatives of students could influence the projects and take an active part in their preparation.

In the course of discussions big majority of the scientists, students and the population have shown understanding and approval of the projected reforms and have completely isolated small groups of the "defenders of tradition".

In this way, gladly accepted by everybody, the reform became law with effect from 28th October 1947.

The main principles of the reform are as follows:

1. Freedom of scientific research
2. Establishment of the General Council for the educational affairs which will be the authority for planning the distribution of schools and deciding their programmes.

- 18 -

The composition of the Council is as follows 2/3 the representatives of professors and their assistants, 1/3 the representatives of the public authorities. The scientific status of the schools and the authority of the rector have been maintained but at the same time the teaching staff has been relieved of the administrative responsibilities.

3. Unjust treatment of the schools of nonacademic type has been stopped by introducing two grades of higher education:

a/ First grade, practical, allowing to exercise the profession.

b/ second grade, giving the scientific title.

4. Higher schools are accessible to all persons who pass the entrance examination and thereby prove their knowledge and ability according to the required standards.

5. Law sanctioning pre-university years and preparatory courses which had been created at the academic schools to enable their democratisation. This institution has attracted thousands of students of worker and peasant origin.

6. The students receive the right to associate which was limited by pre-war legislation. Students get the right to exert their influence on the management of the schools by sending their delegates to the meetings of professors and their assistants.

The reform has been widely discussed by the students and welcomed on their behalf by the Coordinating Committee.

- 19 -

On the 17 th November the students manifested their joy on its success.

In the beginning of December a meeting of rectors and professors was held to show their recognition of the reform and to decide on the ways of its practical application in the programmes of particular faculties.

It can be seen that in many respects the principles of the reform fulfil the IUS postulates contained in the resolution passed by the last Council.

Broad masses of students welcomed the decree about the reform as a great achievement of the progressive youth.

#### Students and the reconstruction of Poland.

Appreciating the significance of students' unity for practical activity Polish students, headed by the UPSY, understood that the creation of the FPOS, though in itself a great achievement, is not yet the final step on the way to complete unity. This cannot be limited to the academic schools and requires linking up of the studying and working youth.

For that reason the UPSY is the integral part of the UPY /Union of Polish Youth/.

All that has been achieved by the Polish Student Organisations has been made possible by the cooperation with and support received from the general youth movement - they were made possible by the fact that the FPOS regards itself as an integral part of the Polish Democracy.

- 20 -

Breaking away from the pre-war tradition of isolation Polish Student organisations take an increasingly active share in the activities of youth organisations and in the life of the whole country. They participate in anti-illiteracy campaign, in workers' and peasants' recreation centres, they popularize scientific outlook among the town and village population and, lastly, they take part /4000 students this year/ in so called social-rest camps where they help the local population with the harvest, with construction of anti-flood dykes and dams, construction of sport stadiums and so forth.

These are some of the characteristic examples of the unity which is being created between the studying and working youth in the service of 'people's Poland'.



Documentary material for International Student Week 1948

Situation and needs of Spanish students in their struggle against the Fascist rule of Franco.

The tragic situation of our country, where alone in present-day Europe after the defeat of Hitler fascism still reigns, has undergone no change since the last Council of the IUS and has, on the contrary, become distinctly worse.

Nevertheless in the course of the year, and despite an increase in terrorism, the Spanish people and its youth have increased their resistance and their struggle against the tyranny of Franco.

Franquism to try to uproot this growing opposition, the strongest expression of which is the development of the armed struggle which is characterised by its high degree of organisation and by the widening of its zones of operation (the best example of which is that of the Group of Levant and Aragon and that of the IV and V Galician Group) faithful to its fascist origin has intensified recently its reign of terror as is shown by the 30 death sentences, 15 of which are already executed, in the unjust trials recently held: as is shown too by the assassination of the hundreds of peasants by means of the "ley de fugas" (law of flight) and the mass arrests of patriots.

Despite these dreadful crimes, the Spanish people are forging their unity and organising their struggle following the initiative of the glorious guerilla group of Levant and Aragon which has just created the premises for the setting up of a Central Council of Resistance and the elaboration of a common programme for all the forces hostile to Franco.

Powerless to prevent his downfall, Franco appeals to the help of Anglo-American imperialism, which, ready to utilise Spain as a basis of aggression against democracy in Europe, upholds Franco by providing him even with the modern material of war to strengthen his battery of weakened repression and an enormous economic and political help. All that signifies the colonisation of Spain by American imperialists as is proved by the installation of 60 aerodromes and of naval and air bases in Spanish Guinea, Morocco, Canary Islands, Vigo, Cadiz, Barcelona, etc.; the control of telegraphic and telephonic lines, of railway lines and sea routes; seizure of mines, factories, etc.; and so, by selling Spain morsel by morsel, Franco tries to save his regime.

It is in this general situation that the survival of a Fascist regime has created and maintained in our country the terror-ridden life of Spanish students, bound to silence, in our University.

Repeatedly, Republican students have described in the meetings held by the different organisms of the IUS and in documents which have been published, the general characteristics of present-day university and student life in Spain. But we believe that it is still necessary to say more because of the gravity of the university situation and of Spanish students.

We therefore think it necessary to draw attention once more to the fundamental traits which characterise it. Entry to the university, to the

- 2 -

schools of higher education, and to the high schools is closed for the middle classes and to the people of our country because of the prohibitive prices of matriculation fees and books. There exists, besides, a rigid political and police system which makes entry extremely difficult for all those who cannot prove that they are not enemies of the regime.

Franco has tried to turn universities into the exclusive privilege of a caste reconciled among the potentates and officials of the regime.

At the university, the laws called "ordenacion universitaria" are applied. These laws were promulgated at the time of Axis domination in Europe, and were copied from Nazi and Fascist university systems, which destroy entirely university autonomy, prevent all free scientific and cultural investigation, and transform the university into a simple machine in the Franquist system.

The cultural level of the universities has fallen to such an extent as to dishonour the rich Spanish tradition of culture. The very high percentage of assassinations, persecutions, imprisonment, and depriving of function among the old professors who gave international prestige to our civilisation, and the present-day Franquist system of education are among the most decisive causes of this degrading situation.

The S.E.U., the Fascist student organisation, the action of which is based on Nazi spies and the leaders of which are nominated by the Falange, monopolises all student organisms and its information service collaborates with the police in the persecution of democratic students and their clandestine organisations.

In Catalonia and in Euzkadi, francoism has resumed with increased brutality, in the Fascist manner - persecution of the national characteristics of these peoples and of their civilisation, which were already the appendage of the old monarchy.

The maternal language has been forbidden in schools, all national institutions have been completely destroyed, and the national cultural manifestations of the two peoples repressed.

We should not like to finish this short description of the present-day situation of the Spanish university without drawing to your attention a few figures, which, in their simplicity, help towards an understanding of the cultural situation in Spain. They are taken from the "Anuario Estadístico de España", published by the Franquist government in Madrid:

The number of works inscribed on the register of copyrights are:

1933 /during the Republic/	. . . . .	3,646
1944 /year in which Francoism		
was at its height/	. . . . .	800

Number of works sent to the National Library:

1935	. . . . .	559,300
1944	. . . . .	198,465

Approved For Release 2001/11/21 : CIA-RDP80-00926A000900010002-1  
Besides, there are in Spain today 122,048 fewer matriculated students than during any period whatsoever of the Republic.

This grave decline in culture, combined with the national disaster, economic and social, in which Spain flounders today, increases every day with renewed vigour the spirit of resistance and rebellion against Francoism among Spanish students. Despite all their efforts, the Franquists have failed in their aim of making Spanish student an isolated caste in the nation, an instrument of Fascist policy.

In all the universities of Spain, the voices of the students are raised in louder protest than ever before, so numerous and so strong that Franquists can no longer conceal the importance of the underground movement among the democratic organisations of students. And so, in a recent speech he delivered, Del Moral, national leader of the S.E.U., that is, the leading Spanish fascist students, threatened:

"And do not forget that if within university precincts the Falange is despised and insulted, a university member must use his fists to counter-attack the insult...."

Yes, the will of Spanish students, of all the youth of the country and the people, to be free reflowerishes each day, grows daily towards the light of liberty with a vigour unceasingly renewed.

The students of the U.F.E.H. in Madrid, Valencia, Alicante, Valladolid, Murcia, defy the growing terrorism and strengthen their organisation, achieving with audacity active struggle against the S.E.U. and fascist professors, such as the recent strike of 3,000 students of the Faculty of Political and Economic Sciences at the University of Madrid and the manifestation of 5,000 students in front of the Ministry of Education demanding satisfaction for its claims.

This university battle is encouraged by the underground organ of the U.F.E.H., "Frente Estudiantil", published at Madrid and Valencia. On their side, the students of Catalonia and of the Basque country, grouped in their national organisations of resistance, "Front Universitari de Catalunya", and the Basque F.U.E. respectively, are active in their opposition to Franco; a striking example are the recent strikes of the universities of San Sebastian and Bilbao and those organised at the Faculty of Law at the University of Barcelona, where the underground newspaper of the F.N.E.C. is published.

One notices, too, the presence of students in the heroic ranks of guerilla fighters as was revealed by the recent mustering of the Group of Levant and Aragon.

This courageous participation of students in the people's struggle brings repressive measures upon the directors and fighters of the illegal student organisation. In the prison of Ventas /Madrid/ are Isabelita Torralba - who has become mad as a consequence of the tortures inflicted upon her and her comrade students. In the Penal Prison of Burgos are,

Among them, this is the young people of the trial of "menoves", most of whom are students. In the prison of Alicante is a large group of students accused of having organized the F.U.E. In the prison of Barcelona are, with others, Wilson Batllet, Numen Mestres and Carlos Martinez, all three condemned to death in a first trial and arraigned, with the demand for the death sentence for the first two, in a second trial which is to take place soon. Hundreds of other students are in the prisons of Alcala, Ocana, in the penal prison of Duesco, in provincial prisons and others.

### Situations and Needs of Emigrant Students

Among the hundreds of thousands of Spanish republicans who had to leave their country in flight from Franquist repression were thousands of students. The exceptional circumstances in which Spanish emigrants have lived /concentration camps, brigades of forced labour, prisons, participation in the resistance in France, etc./ have forced most exiled students to abandon their studies to confront the difficulties of their situation.

On the other hand, during the nine years of exile, a new generation has grown up, a great number of whom would have been students in the Republic, but who now, once they have finished their primary education, are forced to abandon intellectual work because of the economic difficulties of their parents.

In France, South America, North Africa and England there are hundreds of exiled Spanish students who cannot study for lack of the economic means. In France alone, the number of students at universities and schools of higher education does not amount to 300. This number is infinitesimal if we consider the fact that there are 150,000 Spaniards - political exiles - in France. Of these 300, only 50 receive bursaries, which never exceed 4,000 francs a month, that is - a third of the money necessary to cover the minimum needs of life in France.

Others are engaged during the day in manual work to provide for their needs and they sacrifice the night for study. Others still work during the summer to accumulate the economic means necessary to follow classes during the winter.

A large part of the exiled young people who cannot study for a career decide to follow technical courses, but they meet with insurmountable difficulties because of the situation in France.

In Mexico, England and North Africa, except for a few dozens who pursue their studies normally, the majority of the Spanish young people and students resident in these countries find themselves in conditions similar to those prevalent in France.

It can be stated that there are about 10,000 young people and students who would like to study and who possess the necessary intellectual gifts; these people, if they could study, would be men not only useful to themselves, but also, once their professional training was finished, they

would form a precious reserve for the reconstruction of Spain after the defeat of Francoism and the restoration of the Republic.

An exception among the youth in exile are the three thousand who were welcomed eleven years ago by the Soviet people and who today, with the help of the U.S.S.R. Government, have become useful and capable men. Many of them have finished their professional training, others are studying in the best universities and technical schools of the U.S.S.R. Just recently, 111 engineers, 327 experts in agriculture, chemistry, etc., have finished their studies, and soon 131 students will finish in medicine, economy, pedagogy, philosophy, etc.

#### Needs of Anti-Franquist Students Within Spain

1. Spanish anti-Franquist students need economic help to be able to keep up their underground movement. We propose the organisation of different activities to collect economic means; to obtain from the international organisations of student help the granting of funds for anti-Franquist students who fight inside Spain.
2. Moral and material help for the students pursued, imprisoned, and threatened with death by Franco's regime on account of their democratic anti-Franquist activity. We propose the organisation of student committees on a national scale and in the universities, the aim of which will be the carrying out of campaigns of protest - utilising every means - against the crimes and the condemnations of Franco's military tribunals, against the application of the "law of flight", against the corporal punishments and the tortures inflicted upon students and upon all patriots detained by Franco's police. With this aim in view, the utilisation of press and radio, and thus to obtain the intervention of the governments which have relations with Franco, must be the constant preoccupation of these Committees. The example of the work achieved in this direction by the English N.U.S. shows the efficiency of co-ordinated, constant action directed at the Government.

Sponsorship of the prison where the students are detained /some of which have already been named, and others can be indicated/ for the sending directly or by the intermediary of the U.F.E.H. of food supplies and medicines, educational books, and clothes. The National Unions must obtain from the diplomatic representatives of their respective countries in Spain the assurance that these parcels are delivered to the students for whom they were intended, and that they do not remain in the hands of the Franquists; also, that they should make investigations to discover other imprisoned students and take an interest in their situation.

The National Unions must obtain from their respective governments the right to take under their protection students such as Wilson Batllet, Isabelita Torralba, and others who, as even Franquist authorities admit, have lost their mental faculties as a result of the tortures they suffered in the "interrogations", and others suffering from tuberculosis, and who must not be tried in this condition but must be cared for in sanatoriums, and especially in the sanatorium of the International

- 6 -

Union of Students. Governments must demand the transfer of imprisoned students in the condition quoted.

Sponsoring of the student underground press, "Frente Universitario", "Orientaciones", etc., organs of the U.F.E.H. and the F.N.E.C. member organisations of the I.U.S. -- Sponsorship must consist, besides its moral support, of the sending of quantities of money to assure the printing of this courageous anti-Franquist student press.

#### Needs of Emigrated Students

1. The necessity of helping Spanish students in exile so that they may begin or continue their studies in the countries where they reside, i.e., in France, England, and Latin America.

The National Unions must obtain from their governments and also from international student-help organisations bursaries which will assure Spaniards in exile who wish to continue their education at least 60% of their needs.

For students who have family burdens, the National Unions can facilitate correspondence courses.

The National Unions in countries which have no exiled Spanish students but who have the possibility may give to those who reside in other countries bursaries and also correspondence courses.

For the young people who wish to learn a trade, the National Unions can obtain bursaries for technical centres.

2. Spanish exiled students need to be able to benefit from holiday camps, educational travel, etc., and the sick by sanatoriums, hospitals of preventive medicine, etc. Each National Union can provide a number of vacancies for their holiday camps; for educational travel and also in sanatoriums, hospitals, paying for travelling expenses and board.

The National Unions can provide - in the countries where exiled Spanish students live - places in their residences and restaurants.

3. The National Unions can organise the sending of educational books free of charge to anti-Franquist students in exile.

With all these concrete propositions of help, there is also another extremely important way of helping students hostile to Franco. I mean the following activities:

Expulsion from the universities, where they may be found, of Spanish Falangist students who are taking advantage of foreign bursaries and working as spies for Franco against democracy and its organisations.

Preventing groups of Falangist students organised by Franco's propaganda services from evoking their countries. And if they do arrive, to organise campaigns and demonstrations against the Franquist regime.

No organisation of Science, Letters or Arts must accept representatives of Franco. The National Unions of students must be the most faithful safeguards of this principle.



## HIGHER EDUCATION IN VIET-NAM IN WAR-TIME

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In order to have a comprehensive view on the question, a rapid glance on higher education under the French regime and the conditions under the Republican regime before the outbreak of war is necessary.

1. Higher education under the French regime

As in other colonial countries the same shortcomings were noticeable : non-development of the University system, absence of any national character, restriction on the admission of students from the lower classes.

French Indochina as a whole had only one University : the University of Hanoi. It did not make provision for studies in Literature, History, Political and Social Science. These studies, the French feared, would sow dangerous nationalist feelings among the students. The University of Hanoi therefore bore no national mark. Moreover the intentions of the French in creating it were merely to provide themselves with an army of subordinates to help them in their administrative machinery. The curriculum was therefore purely theoretical and had no bearing on local conditions in Viêt-Nam. It was a "made in France" product imported into Viêt-Nam without any alterations. For instance, over the whole Veterinary Surgeon course, the subject was the horse, an animal commonly used in France, but not in Viêt-Nam, while the buffalo which is seen daily everywhere, was omitted. That is why a Vietnamese student, after completing his studies under the French regime, felt himself imperfectly trained for practical activities and was better fitted to work in an office under the direction of a French engineer.

The University of Hanoi remained, with all these shortcomings, an "ivory tower" reserved for a tiny minority. A system of heavy tuition fees (entrance fees, term fees, examination fees, and even fees for changing the Indochinese degree to a French equivalent) allied with a very scanty system of scholarships granted only to those students who could produce a "certificate of loyalty" towards the "Metropole" prevented the poorer families from sending their children to University classes. The result was that the total number of Vietnamese students in 1945 was not over 1000 for a country of 20.000.000 inhabitants.

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2. Under the Republican regime, before the outbreak of war.

The Government of the Democratic Republic, immediately after taking power, paid great attention to the problem of leading "cadres" and technicians. The problem of a new University was put within this framework. A Committee consisting of eminent educationists was formed to set up new curricula; a plan was set up to create another University in Saigon, in order to spare the students living in the South and attending courses as far as Hanoi, heavy transport expenses. But the sudden invasion of the South by the French colonialists, prevented the plan being put into effect. From September 23rd 1945, our Southern students started their heroic role in the protracted war of Resistance, - "Putting down the pen to hold the sword", as their students' paper said. The government's efforts were to be concentrated in reorganizing the University of Hanoi.

The students were given satisfaction. The University of Hanoi, re-named University of Viêt-Nam, introduced new Faculties of Literature and of Social and Political Science. These two newly formed Faculties were warmly welcomed. Their lectures attracted not only students but also numerous "free listeners" who did not want to miss an opportunity for learning which they had not been given under French domination.

In each branch of the University, the curriculum was revised to make it less theoretical and more fitter to Vietnamese conditions.

The Vietnamese language was used instead of French and the results were excellent, even for the study of Science. This was evidently due to the work undertaken by the Vietnamese professors and students under the French regime, when the use of Vietnamese was still forbidden in the colleges. Many French-Vietnamese dictionaries of scientific words have already been compiled.

All these improvements have roused the enthusiasm of the young generation, and to undertake serious studies has become for them a sacred duty, a way of "saving the Fatherland". They are very eager to study, the more so as many governmental measures have made learning much less expensive than before : no tuition fees are paid, a number of scholarships are granted to children from poor families. No wonder that the total number of students has almost doubled.

But to be just, it must be said that the new University still has many shortcomings. The reason is to be found in the insecurity of the situation, because of the frequent provocations by French colonialists who have tried to spread the war of reconquest all over the country. Moreover, the University organizers were still novice in their career and did not have sufficient experience to replace the missing links in the French-created system of Higher education.

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### 3. University problems in war

The war of resistance which broke out on 19th December 1946 guided them on the right way of achieving the educational reform.

#### A. - Principles

The basic principles remained the same as in pre-war time. But the concrete aims were made very clear : the University must provide the country with trained staff to carry on the war. It had therefore to be entirely realistic in its curriculum as well as in its organization. Since the conditions of the war varied in each stage and so did the needs of the country, it followed that the University must have an essentially mobile aspect. It had to develop and improve, according to the development and improvement of our war situation.

#### B. - First stage

At the beginning of the war our machinery was still a rudimentary one, and did not require many "cadres" having very deep knowledge in this or that branch of study. For instance it was no longer necessary to have a deep knowledge of Roman Law to be a good administrator, or of the atomic theory to become director of a small arms factory. So when, on 10th December 1946, the Viêt-Nam University in Hanoi was closed down, the question of how and on what pattern to reopen it was quite simply answered : it was not to be a University as in peace time, because numerous and highly advanced theories were not essential for the resistance at the time. The Resistance required technicians who were capable of dealing independently with one definite task and of mastering it.

The former Faculties which seemed too theoretical were not reopened. They were replaced by University technical courses, the average duration of which was only one year. The students had to concentrate their studies on a few points only of the former curriculum, found to be necessary to the first stage of the war. The Faculties of Literature, of Law, of Economics, and even of Science were modified.

In other branches, such as Agriculture, Public Works, etc., the Faculties were not entirely altered, but the curriculum was drastically curtailed to give the students more time to deal with practical activities.

In the Faculty of Medicine, no noticeable alterations were made because to be a good doctor, a sound theory was still needed even in the first stage of the war.

#### C. - Second stage

But the second stage of the war was soon reached. Many improvements were made in every field of activity. The war machinery was no longer rudimentary. The National Army had grown. It now used mortars, bazookas and other modern weapons. A net of radio communications was set up. A financial system with independent currency of gold standard was created, a scheme for exploiting the High Lands, rich in mines

was elaborately planned, the number of Middle Schools enormously increased (32 compared to less than 10 under the French regime)... The new conditions required a high degree of technical knowledge and efficiency to provide the country at war with teachers, economists, statisticians, engineers... More advanced theoretical training became necessary. The one year course in technical branches was no longer sufficient for training "cadres".

Many Faculties and Colleges, running more extensive and intensive courses, were reopened from the end of 1947 onwards. The practical side was stressed and immediate problems in correlation with the War of Resistance were discussed in classes. The incomplete colleges of Agriculture and Public Works were also revised to suit the new conditions.

A very inspiring picture of the development of Higher Education can be observed at this moment in Viet-Nam. The war University is getting stabilized and is flourishing. To summarize, here is a list of Faculties and Colleges at present functioning in Viet-Nam:

Names of Faculties and Colleges in Viet-Nam.	Place	Approximative num- ber of students.
Faculty of Medicine and Pharmacy	North Viet-Nam	300
Army Medical College	North Viet-Nam	200
Medical College in Nam-bo	South Viet-Nam	200
Faculty of Social and Political Science	Central Viet-Nam	400
College of Administration and Law	Central Viet-Nam	200
Faculty of Literature	North Viet-Nam	200
School of Languages	North Viet-Nam	150
Teachers' Training School	North Viet-Nam	200
Agricultural College in Bac-bo	North Viet-Nam	100
Agricultural College in Nam-bo	South Viet-Nam	100
Veterinary School	Central Viet-Nam	100
Public Works College	North Viet-Nam	100
Engineering College	Central Viet-Nam	250
Total.....		2.500

#### D.-How the students are studying in Viet-Nam : Organisation of their studies.

The dearth of "cadres" is acutely felt, more so as the National Resistance is extending. Students are the main source of good cadres. They must first think of serving the country, before thinking of studying for themselves. That is why courses are so organized that students learn and at the same time discharge their obligations by serving in public functions.

For example, medical students have to study medical theory for six months every year, and spend the remaining six months on the

.../...

battlefront treating wounded soldiers under trained staff. These six months count as six months of practice. Students in Agriculture and Veterinary Science spend half a year in the "Production for Protracted Resistance". In the Engineering College, lessons in Chemistry, Physics and Mechanics are often given in small arms factories where students participate in the production of arms and continue their studies at the same time. It is not rare to hear of discoveries made by students in this field. A number of students have sacrificed their lives while making dangerous experiments on explosives and mines.

But there still remains another category of students who are so occupied by their public functions that they cannot manage to attend the colleges, even for a few months every year. Their thirst for knowledge has to be satisfied. A system of correspondence courses has been organised for these students who enjoy the same rights as ordinary students. Correspondence courses are chiefly to be found in the Faculties of Law and Economics and of Literature. With all these very practical organisations invented under the force of circumstances, our young generation has been able to satisfy its thirst for knowledge. The total number of students amounted to 2,500 this year. "Study while fighting, fight while studying" is the guiding word of these students.

#### E. - Material conditions

As far as material conditions and facilities are concerned, one must not imagine that Viet-Nam students have great buildings for Universities such as existed in peace time. Our Colleges are shelters or houses made of wood and bamboo, sometimes built by the students themselves. Some colleges are even without tables and benches: the students sit on the floor and keep their books on wooden planks placed before them.

Colleges are scattered all over the country and are not concentrated in one place. This is to avoid bombing by the enemy's planes. They are set up in small villages in the countryside or in the Highlands. The students are divided into small groups, and each is lodged in the house of a local inhabitant. Food for the students is provided by the government, as in war time students are considered "semi-public" servants. The system of avoiding the construction of permanent hostels for students is justified by two reasons: first, to face any possible withdrawal without the loss of hostels. In fact, they are a kind of mobile University, and the locality of each college cannot be given with precision. The second reason is to let the students have more opportunities to live in close contact with the peasants. These contacts have made the students understand the peasants and really love them. In their talks with them, the students try to educate the peasants. They explain the elementary principles of Science, Geography, History, etc., and talk about the current situation of the war. They organize courses for illiterates, they help the local children to organize themselves and teach them modern songs. On the occasion of great events or national anniversaries, the students hold mass meetings of peasants and explain clearly the significance of the event or of the anniversary being celebrated. On such occasions, they present cultural programmes - songs, dramas, sketches and exhibitions which are always particularly welcomed.

### F. - Role of the students' organizations

Among themselves, the students in each Faculty organize collective groups. To overcome the lack of personnel in the Faculty staff, the students sometimes have to provide their own food and even build their own classrooms. Sub-committees are appointed to deal with these tasks. From time to time the sub-committee mobilizes all the students to go to a neighbouring market for rice, or for other requirements. Students are mobilized to collect wood in the forest for cooking or to till an acre of land to increase their self-sufficient production in vegetables.

The students' body carries the responsibility of keeping discipline among students and of organizing such activities as lectures on politics, sports competitions, or the edition of the students' paper.

This gives training and experience of self-government to the students.

### CONCLUSION

With its conception and its organisation, the War University in Viêt-Nam can be regarded as the type of war University in all small countries which aim to win independence and freedom by means of arms. It is a living institution.

But it is still far from perfection. Many things are still lacking. We are indeed very badly short of books on all subjects, and of other equipment. Professors too, are not in sufficient number. All are nowadays busy with more than one job, and there is a particular shortage in professors of Economics, Foreign Languages and Science. We are also in need of a great number of printing machines such as Gestetner, Mimeotype... to set up an efficient system of correspondence courses for the numerous students prevented from attending lectures by their Resistance activities. And last but not least, we are also needing a great quantity of medical products for our students who are serving in the Army or Public Services, as well as for the students in the Colleges, as they are subject to attacks of malaria and other tropical diseases.

And, since our University undertakes to teach only such subjects for which cadres are needed during this stage of the Resistance, there are inevitably certain branches of studies which are not taught. Therefore the problem of sending students abroad is very urgent for the future of the country.

It is the duty of the students all over the world to help their Vietnamese brothers to solve these different problems by giving them more books and equipment, by granting them more scholarships in their respective countries. In this way, concrete help can be given in supporting the struggle of the Vietnamese students and people for National Independence and for World democracy.

(GENERAL ASSOCIATION OF VIETNAMESE STUDENTS  
BACBO, July, 1948)



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SECRET TO CIA LIBRARY

DOCUMENTATION  
SUR LA JEUNESSE ETUDIANTE ET LES UNIVERSITES DE LA  
REPUBLIQUE FEDERATIVE POPULAIRE  
de  
Y O U G O S L A V I E

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DOCUMENTATION  
SUR LA JEUNESSE ETUDIANTE ET LES UNIVERSITES DE LA  
REPUBLIQUE FEDERATIVE POPULAIRE  
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Y O U G O S L A V I E

Cette documentation sur les étudiants, leurs organisations et leurs universités, montre les divers appuis apportés par l'Etat aux étudiants pour leur permettre de poursuivre leurs études dans les meilleures conditions possibles. En outre la démocratisation des universités, le caractère de la jeunesse étudiante populaire et son rôle dans la vie universitaire y sont évoqués, ainsi que toute une série d'autres problèmes qui nous donnent une vue d'ensemble sur l'état des Universités dans la Yougoslavie nouvelle.

1° Les étudiants dans la Yougoslavie ancienne:

Il existait dans la Yougoslavie d'avant guerre 3 Universités, à Belgrade, à Zagreb et à Ljubljana. Les Universités de Belgrade et de Zagreb possédaient toutes les facultés avec presque toutes leurs sections. Les écoles diplomatique et de journalisme n'existaient pas.

Pour l'année scolaire 1938/39 on comptait dans toute la Yougoslavie: 16.978 étudiants, dont 9.210 en Serbie, 5.848 en Croatie, 1.357 en Slovénie, 169 en Macédoine. On commençait avant la guerre, d'organiser l'Université de Skopje, mais il n'y avait que la Faculté des Lettres. Relativement le mieux organisé et pourvu en moyens techniques nécessaires était l'Université de Zagreb. Néanmoins le matériel nécessaire, appareil etc, manquait dans toutes les Universités, même à Zagreb (il n'y avait pas un gramme de radium, tandis qu'aujourd'hui nous en possédons 7). Cet état de choses provenait du fait qu'avant la formation de la Yougoslavie nouvelle, les recherches scientifiques n'étaient aucunement développées et que le gouvernement, de 1918 à 1941, ne fit rien pour améliorer l'équipement des ouvriers, élever le niveau des cadres enseignants et aider matériellement les étudiants. Pendant que les écoles primaires manquaient d'instituteurs et les écoles secondaires de professeurs, ce gouvernement antipopulaire parlait de "superproduction d'intellectuels"; il craignait que les étudiants ne créassent des foyers d'idées progressistes. Ce gouvernement faisait tout son possible pour que les enfants d'ouvriers et de paysans pauvres ne puissent accéder aux universités réservées aux fils de familles riches, réservant aussi les places dans les cadres gouvernementaux à la grande bourgeoisie et petite bourgeoisie qu'il devait être fidèles continuateurs

de sa politique:

Ainsi, les droits universitaires prescrits par le gouvernement étaient si élevés que les fils d'ouvriers et de paysans pauvres n'étaient pas en mesure de les payer. En outre ces enfants de condition modeste ne pouvaient poursuivre leurs études, n'ayant pas la vie assurée dans les villes où se trouvaient les Ecoles et Universités. Les bourses étaient peu nombreuses et mal réparties par protection. Si il y avait dans les universités quelques étudiants d'origine ouvrière et paysanne, c'était à force des efforts acharnés qu'ils arrivaient à subsister. Ils organisaient eux-mêmes des associations, des oeuvres sociales et sanitaires, des foyers d'étudiants, en un mot, par leurs revendications persévérantes, ils forçaient l'Etat à s'occuper tant soit peu d'eux.

Les statistiques sont convaincantes:

Ainsi: à l'Université de Zagreb il y avait pendant le semestre d'hiver 1938/39-5.395 étudiants. Les parents de 2.039 élèves habitaient Zagreb. On voit donc que la majeure partie des étudiants de Zagreb, était domiciliée à Zagreb. On se rend compte, si l'on compare leur nombre avec celui des étudiants originaires des autres parties de la Yougoslavie, étudiant à Zagreb, qu'ils représentent plus d'un tiers (34, 27%) de la jeunesse étudiante. Ceci montre la situation privilégiée des étudiants originaires de Zagreb, c'est-à-dire des enfants de provenance bourgeoise et petite bourgeoisie. La population de la Croatie (dont Zagreb est la capitale) comptait à la fin de 1939- 4,505.564 habitants, dont 243.000 pour Zagreb. Donc sur 4,505.565 habitants de la Croatie, sans compter Zagreb, il y avait 2039 étudiants, soit pour 1000 habitants de la Croatie hors Zagreb 0,54 et pour 1000 habitants de Zagreb 8,4. Voici quelles étaient les possibilités des enfants des pauvres paysans et des ouvriers et autres professions pauvres de province.

Ci-dessous la répartition des étudiants selon la profession des parents:

Profession des parents:	nombre des étudiants		total	%
	garçons	filles		
paysans	864	51	915	12,83
artisans	331	75	406	5,69
ouvriers	51	8	59	0,83
commerçants	676	213	889	12,47
propriétaires	247	66	313	4,39
fonctionnaires	1204	614	2908	26,74
officiers	104	39	143	2,01
professions libérales	382	177	559	7,84
retraités	799	294	1093	15,33
sans profession	28	9	37	0,19
autres	441	135	556	7,80
sans indications	226	26	252	3,53
	5423	1707	7130	

Données du semestre d'hiver 1939/40, selon les fiches de l'enquête sanitaire de 7.130 et.

Ces chiffres sont éloquentes. Les paysans représentaient les 8/10 de la population, 1/10 seulement d'étudiants provenait de familles paysannes, pour la plupart des familles de paysans riches, tandis que les enfants des paysans pauvres et moyens n'avaient presque pas de possibilités d'étudier.

Le même état de choses régnait dans les autres universités. Les statistiques montrent qu'il y avait en Yougoslavie (en 1937/8 21,9% d'étudiants d'origine paysanne (la plupart fils de paysans riches, 37,3% de familles d'employés, et 20,1% de professions libérales. Or, le rapport entre ces professions, et la population totale en 1931 était le suivant : 76,2%, 4,9%, 0,3%. La statistique nous montre, en outre, que presque tous les étudiants de provenance ouvrière et paysanne étaient inscrits comme suit : à la Faculté de Droit - 42,45 % ; 13,27% à celle des Lettres ; et 11,95% à celle de théologie. On peut donc conclure, que presque la moitié des étudiants pauvres suivaient l'enseignement de ces Facultés, qui étaient les moins onéreuse, et dont les cours ne sont pas toujours obligatoires.

Si on considère les subventions accordées par l'Etat et dont dont disposait par ex. l'office d'assurances sociales et médicales des étudiants de l'Université de Zagreb, pendant l'année 1939/40, on se rend compte combien étaient misérables la condition des étudiants pauvres. On a alloué à l'office des assurances sociales et médicales des étudiants de l'Université de Zagreb - en 1939/40, 1.472.708 dinars. Sur cette somme, 585,472 dinars étaient destinés à la nourriture, 91.070 à l'achat de vêtements, 2820 à l'achat de livres, 10.100 à l'installation de l'office, 10.100 à des secours divers, 52.605 au service médical et pharmaceutique, 78.797 aux besoins administratifs de l'office, 17.316 aux foyers d'étudiants.

Si l'on considère que 300 étudiants seulement bénéficiaient de bourses, on se rend compte de toutes les difficultés que rencontraient les enfants des familles ouvrières, paysannes et pauvres.

L'Etat luttait contre la formation d'organisations progressistes d'étudiants. Mais de telles organisations se formaient incessamment malgré tout. L'Université de Belgrade surtout, était connue comme centre d'étudiants progressistes. Les étudiants luttaient pour l'autonomie de l'université, contre l'immixtion de la police dans la vie des étudiants et pour l'amélioration des conditions de vie. Il y eut de nombreuses manifestations de masse, des meetings de protestation, des grèves. En 1934, les étudiants de la faculté de Droit dressaient des barricades quand on leur refusa la libération de leurs camarades arrêtés. On en arrêta 500 autres, et l'un d'eux tomba sur les barricades.

Ainsi vivait la jeunesse estudiantine yougoslave avant la guerre. Les étudiants ne menaient pas seulement la lutte pour l'amélioration des conditions de vie, mais aussi pour la défense de la science et contre ses falsifications racistes, idéalistes et formalistes que protégeait la police qui poursuivait non seulement les étudiants mais aussi les professeurs progressistes.

Dans de telles conditions économiques et politiques, on ne peut pas parler d'une université démocratique en Yougoslavie.

Le droit d'étudier n'appartenait pas à tous, puisque tous n'avaient pas la possibilité d'étudier. Il était incompatible avec le système d'Etat capitaliste de la Yougoslavie ancienne, que des citoyens égaux aient des droits égaux.

Les universités étaient les lieux de rassemblement de la jeunesse la plus patriote, qui, vivant difficilement, luttait pour les droits de l'homme, les droits démocratiques et qui plus tard, dans la guerre libératrice des peuples de la Yougoslavie, a montré son dévouement au peuple.

## 2° La démocratisation des universités dans la Yougoslavie nouvelle

a) Les transformations sociales et économiques, créées dans la RFP de Yougoslavie pendant la guerre libératrice et après la Libération.

Mentionnons brièvement les changements caractéristiques de la nouvelle Yougoslavie, qui la différencient de l'ancienne, pour que tous les motifs de la démocratisation des universités apparaissent plus nettement :

1. Dans la Yougoslavie nouvelle, le pouvoir n'est plus aux mains des exploiters. Au cours de la guerre, la machine à exploiter de l'Etat capitaliste a été détruite et un Etat populaire est créé qui sert les intérêts des travailleurs.

2. La question nationale est tranchée ainsi : chaque nation de la RFP de Yougoslavie obtient le plein droit de s'unir avec les autres nations de la RFPY ou de s'en détacher. La RFPY est fondée sur le principe fédéral. Chaque République fédérative résout ses problèmes intérieurs indépendamment.

3. Le caractère et le contenu social de l'économie nationale est changé. Toute l'industrie, toutes les richesses foncières, les transports, les banques et le crédit, le commerce d'exportation sont nationalisés.

Le secteur socialiste de l'économie nationale est créé comme base matérielle du Pouvoir du Peuple.

La création du secteur socialiste de l'économie nationale facilite la suppression du fonctionnement aveugle des lois économiques et rend possible la transition vers une direction consciente et planifiée de l'économie nationale.

En outre, toute exploitation de l'homme par l'homme est supprimée. La compétition socialiste apparaît comme la loi de notre réalité sociale.

Le revenu national s'accroît constamment. Les richesses de l'Etat augmentent. Elle sont investies dans la création de nouvelles industries, dans la construction de nouvelles villes, écoles, hôpitaux, les fondations culturelles, etc. En même temps le niveau de vie des travailleurs yougoslaves s'accroît.

- 5 -

Le Plan Quinquenal pour le développement de l'Économie Nationale 1947-51 fera de la Yougoslavie, pays autrefois techniquement arriéré, un pays avancé dans le domaine industriel et agraire, dont le revenu national et le niveau moyen de vie seront plusieurs fois plus élevés qu'avant la guerre.

Bien que la Yougoslavie ait subi 93 millions de dollars de dommages pendant la guerre elle voit, déjà en 1948, son standard moyen d'avant guerre dépassé. Cela est manifeste aussi dans les Universités.

#### B) La réforme des Universités.

Les premières bombes tombées sur Belgrade ont endommagé certaines facultés et détruit quelques instituts de la Faculté de Médecine, la Faculté Politechnique et l'Institut Technologique. La plus grande bibliothèque yougoslave a été brûlée. Les bombardements suivants, la barbarie des soldats occupants et les luttes pour la libération de Belgrade ont continué la destruction des facultés, des cliniques, des instituts et bibliothèques de Belgrade.

A Belgrade, le bâtiment de la Faculté de Droit a été complètement anéanti, ainsi que les instituts de physiologie, de pathologie et de chimie. La clinique gynécologique, la nouvelle clinique interne et la clinique de l de cancer en état de construction ont été endommagées. Certains instituts de la Faculté Vétérinaire ont été pulvérisés. La Faculté théologique, la Faculté Polytechnique ont été endommagées. Le grand Observatoire astronomique a été gravement touché, surtout son grand réfracteur.

A côté de ces destructions des plus importantes il en est d'autres, comme on peut en juger d'après le tableau suivant :

	instituts détruits,	gravement endommagés,	légère- ment endom.	Dommages en dinars.
Philosophie	13	9	14	119.362.379
Droit		2	4	2.724.930
Technique	14	20	14	38.264.410
Théologie	1	4	3	11.247.550
Médecine	6	16	7	45.511.410
Agronomie	32 (complètement détruits)			80.866.845
Vétérinaire	5	7	1	2.639.994
Le Rectorat				389.000
Bibliothèque universitaire				819.889
	71	53	48	301.826.407 d.



- 6 -

L'Université de Zagreb a moins souffert. Il n'y eut pas de destructions, mais des pillages de collections, de bibliothèques, etc,

A Ljubljana, les dégâts causés à la Faculté de philosophie se montent à 2.974.356 dinars; à la Faculté de Droit à 480.000 dinars; à la Faculté Polytechnique à 15.899.689. La bibliothèque de l'Université a été démolie, ce qui représente une perte de 5.452.355 dinars.

On compte au total pour l'Université de Ljubljana, 24.806.000 dinars de dommages.

Pendant toute la guerre, par suite des énormes destructions et de l'occupation, l'Université de Belgrade resta fermé.

La réforme des Universités commença immédiatement après la libération. On en organisa l'administration, on répara les instituts et facultés, de telle sorte que, dès le début de l'année 1945/46, l'instruction régulière reprit. Pendant l'année 1947/48 on acheva la reconstruction des instituts, des cliniques et des bâtiments des facultés, et, à Belgrade, de nouveaux bâtiments furent construits tels la nouvelle faculté vétérinaire, le nouvel Institut de la thérapeutique du cancer, le nouvel Institut physiologique, pathologique et le nouveau grand amphithéâtre pour les étudiants en médecine. De plus, de nombreux instituts furent pourvus d'un équipement moderne.

On a ouvert de nouvelles universités et facultés.

A SARAJEVO, une nouvelle Université a été créée, avec les facultés de Médecine, de Droit, d'Agronomie et une école supérieure pédagogique. L'Université, déjà existante de SKOPLJE, a été élargie, et on y trouve aujourd'hui des facultés des Lettres, Sciences Mathématiques, Médecine et Agronomie, eaux et forêts. A SPLIT, NOVI-SAD et CETINJE, des écoles supérieures de pédagogie ont été ouvertes. A Belgrade, l'Institut cinématographique; Les écoles d'Art dramatique à Belgrade, Zagreb et Ljubljana; et des Instituts de culture physique (tous au rang de facultés) à Zagreb et Belgrade.

Une haute école pour la diplomatie et le journalisme fonctionnera à Belgrade dès la prochaine année scolaire.

Enfin, de nombreux professeurs progressistes et qualifiés qui avaient été renvoyés sous l'ancien régime ont obtenu après la libération des postes qu'ils méritaient.

- 7 -

Au contraire, les professeurs qui avaient collaboré avec l'occupant, ou s'étaient avérés des réactionnaires endurcis dans leur travail scientifique ont été obligés de quitter leurs postes.

C) La démocratisation des Universités.

Dans la Yougoslavie nouvelle, l'Université est devenue accessible à tous. Etudier n'est plus un rêve pour les jeunes, mais une réalité. Ceci est une des bases même de la nouvelle Yougoslavie qui s'est assignée comme tâche primordiale, l'amélioration de la vie de la population.

C'est pourquoi, le Gouvernement populaire de la RFP de Yougoslavie s'occupe activement et constamment des étudiants, de leurs conditions de vie, de leurs études, de la pureté de la science, de la construction de nouveaux établissements scolaires. Tout cela se reflète dans les mesures prises par le Gouvernement et les conséquences générales des transformations révolutionnaires.

1°/ Aucun droit n'est exigé pour les inscriptions aux cours, aux examens, aux diplômes etc.,. Ainsi il n'y a plus aucun obstacle et tous peuvent accéder à l'Université.

2°/ L'Etat, par l'établissement de foyers, de maisons, de polycliniques, sanatoriums, bourses et autres moyens d'assistance dont on parlera plus loin, apporte une aide considérable aux étudiants.

3°/ Aucune persécution n'est exercée contre les étudiants à cause de leurs idées, opinions politiques, nationalité, religion ou quoi que ce soit, comme c'était le cas si fréquemment dans l'ancienne Yougoslavie.

Les étudiants ont le droit de se grouper en Associations politiques, sociales ou sportives.

4°/ Par suite de l'amélioration du standard de vie du citoyen moyen, les portes des Universités sont ouvertes à tous sans exception; ainsi, même les ouvriers, les paysans pauvres, les artisans et les employés de province peuvent envoyer leurs enfants à l'Université.

Le fait qu'il avait en 1947-48, dans toute la Yougoslavie, 44.472 étudiants inscrits dans les Universités contre 16.978 en 1938-39, montre que la démocratisation des Universités est réelle.

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- 8 -

Les données statistiques suivantes nous en fournissent la preuve : Durant l'année scolaire 1939-40, sur les 11.611 étudiants de l'Université de Belgrade 8.676 étaient fils d'industriels, de grands propriétaires, de hauts fonctionnaires; 2.325, fils de paysans riches; 215, d'ouvriers agricoles et 295 d'ouvriers industriels. En 1946-47, 19.477 étudiants étaient inscrits à la même Université, dont 1.182 étaient fils d'ouvriers industriels ou d'artisans, 78 fils d'ouvriers agricoles, 836 fils de paysans possédant 2 Ha. de terre, 1.896 fils de paysans possédant de 2 à 10 Ha, 448, de paysans ayant plus de 10 Ha., 3.002 de petits artisans et commerçants, 5.809 d'employés d'Etat, civils ou militaires, 3.074 de retraités, 1.013 d'intellectuels de professions libérales, 238 d'industriels et propriétaires et 1.901 de professions diverses.

Ce tableau montre que la proportion d'étudiants de provenance ouvrière et paysanne, et si cette proportion n'est pas encore plus favorable à ces couches, la faute en est à ce que leurs enfants n'ont eu jusqu'à présent que peu d'occasion d'achever leurs études secondaires.

#### La formation de la Jeunesse Populaire Estudiantine, et son rôle dans la vie des étudiants.

##### A) Les organisations des étudiants avant la guerre.

Avant la guerre, il existait déjà des organisations politiques étudiantes dans les Universités, ainsi que quelques associations professionnelles (qui s'occupaient exclusivement des questions professionnelles).

En 1938, fut formée à Belgrade la Jeunesse des Etudiants réunis, forte organisation politique d'étudiants progressistes. D'autres organisations de moindre importance, à tendances bourgeoises et plus ou moins réactionnaires existaient également.

La situation était la même dans les autres Universités. Les étudiants progressistes menaient une lutte revendicative incessante pour obtenir l'autonomie des Universités, la gestion des Maisons d'étudiants, des droits réduits d'inscription, la suppression de toutes discriminations, la démocratisation de l'enseignement. Des succès furent obtenus à la suite de grèves des étudiants, des démonstrations, même de bagarres avec la police, tels que la destitution en 1936 du Recteur de l'Université de Belgrade le Professeur COROVIC, qui donnait des indications à la police, tels que l'installation de l'administration dans le Foyer des étudiants de Belgrade. Dans cette même organi-  
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sation des étudiants progressistes d'avant guerre se trouve le germe de la jeunesse populaire d'aujourd'hui.

B) Formation et caractère de la J.P.E.

La Jeunesse Populaire des étudiants, comme organisation politique monolithique des étudiants yougoslaves, fut fondée aussitôt après la libération de la Yougoslavie, au début de l'année scolaire 1945/46. Aussitôt la J.P.E. fusionna avec l'organisation de la Jeunesse unie, la Jeunesse populaire yougoslave. La J.P.E. représente l'organisation qui, dans le cadre des Universités, réalise et les buts de la J.P.Y.

Les traits essentiels de la J.P.E.

1°/ La J.P.E.Y. a réalisé l'unité politique des étudiants. De ce fait elle groupe une majorité écrasante d'étudiants au sein de son organisation:

"Le nouvel ordre social dans notre pays exige des nouvelles formes de vie sociale. Notre structure économique autant que notre structure politique exclut la possibilité de l'existence de partis nombreux avec leurs vieux programmes et leurs conceptions vieilles. Le programme économique unique en Yougoslavie exige l'unité politique." (Exposé de TITO au II<sup>e</sup> Congrès du F.P.).

L'unité politique de ses membres est la caractéristique essentielle de la J.P.E.Y.

2°/ La J.P.E.Y. est une large organisation progressiste et démocratique. Après la guerre, le but primordial de la JPEY fut de conserver et développer les résultats acquis dans le combat pour la libération; lutte contre tous les vestiges du fascisme et de la réaction; large participation à la reconstruction et à la construction de notre pays, en s'efforçant surtout surtout de former au plus vite des cadres nouveaux indispensables à la vie économique et publique.

La JPEY, parce qu'elle mène le combat de nos peuples, parce qu'elle défend les intérêts des grandes classes laborieuses, parce qu'elle pose comme principe: "les intellectuels au service du peuple", et suit ce principe, mérite bien le nom d'organisation populaire.

Quelque soit sa nationalité, sa religion et sa position sociale, tout étudiant peut adhérer à la JPEY, à condition d'approuver et de travailler à la réalisation de son programme, de payer une cotisation et de jouer un rôle

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actif dans une de ses organisations de base.

Chaque étudiant honnête peut considérer la JPEY comme son organisation, étant donné que rien dans son programme ne s'oppose à ses convictions et à ses besoins.

Pour bien comprendre le caractère progressiste et largement démocratique de la JPEY, il faut bien souligner qu'elle travaille dans les Universités ou plus exactement dans un pays où le nouveau Gouvernement entre les mains des travailleurs représente la démocratie populaire et la garantie du développement général de tout le peuple.

Les énormes possibilités de développement de la J.P.E. sont très étroitement liées aux transformations profondément révolutionnaires réalisées par le peuple, guidé par le Parti Communiste.

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- 11 -

3/. La JPEY est une organisation éducative.

La JPEY inculque aux étudiants l'amour et le dévouement envers leur peuple. Elle développe leur ardeur et leur discipline au travail, elle s'efforce d'élever leur niveau politique et culturel et de leur faire aimer la science et les conceptions marxistes-léninistes sur la vie et la société.

A la lumière des théories marxiste-léniniste les étudiants discernent le vrai du faux, dans la science, dans la culture et dans l'art.

Ce travail éducatif est extrêmement important. La JPEY est une école où le recrutement de nouveaux cadres intellectuels. Les connaissances techniques sont données aux étudiants dans des Instituts et Salles de Cours. Par une action éducative les étudiants acquièrent tout ce qui est positif, tout ce qui forme un homme comme citoyen progressiste, utile à la société.

Le succès aux examens, comme leur niveau toujours plus élevé, la participation d'un grand nombre d'étudiants aux travaux volontaires entrepris par la jeunesse, les réalisations dans le domaine culturel et artistique, comme dans ceux de la culture physique, de l'assistance sociale et médicale, pour les étudiants-tâches essentielles de la JEPY- sont obtenus grâce à son unité politique, son caractère très démocratique et son travail éducatif.

La JEPY rassemble aujourd'hui presque toute la jeunesse estudiantine yougoslave. A la fin de 1947/48 il y avait dans toute la Yougoslavie 34.076 étudiants, membres de la JEPY, dont 18.601 à Belgrade, 10.119 à Zagreb, 3852 à Ljubljana, 847 à Sarajevo, 557 à Skopje, 94 à Cetinje. Etant donné qu'il y a en Yougoslavie 44.472 étudiants, il ressort que 10.000 d'entre eux ne sont pas membres de la JEPY, mais ce sont les auditeurs libres qui travaillent en même temps et sont membres de la JP yougoslave.



c) L'activité générale de la JPEY.

On a mentionné ci-dessus les caractéristiques essentielles de la Jeunesse Populaire Etudiante Yougoslave. Quelques mots maintenant sur ses tâches pratiques:

1°) En premier lieu, elle s'efforce d'obtenir les meilleurs résultats possibles dans les études. Les études sont considérées comme une question d'honneur pour chacun. On organise, suivant les besoins, des groupes d'études ou les meilleurs étudiants aident leurs camarades.

Les différentes sections publient de cours photocopiés et des livres. Professeurs et étudiants ont des liens plus étroits. Malgré la pénurie de bons livres, la destruction des Facultés et Instituts (72 à Belgrade) en dépit des autres difficultés d'après-guerre, de grands progrès ont été réalisés pour élever le niveau des études, grâce aux efforts de la JPEY.

Les conditions matérielles de vie des étudiants se sont beaucoup améliorées depuis la guerre, et c'est là un des grands résultats du travail de la JPEY.

2°) Pour une juste formation politique et l'éducation de ses membres dans le sens progressiste, la JPEY par différents procédés de travail idéologique, donne à ses membres une formation marxiste-leniniste. Elle le tient constamment au courant des événements politiques sociaux et économiques du pays et du monde. Dans ce but on organise des cours de dialectique, d'économie politique, d'histoire des transformations révolutionnaires de notre pays, des discussions variées, par groupes, ainsi que des débats politiques. Les méthodes du travail contribuent, pour une large part, au renforcement intérieur de l'organisation.

3°) La vie intellectuelle et artistique de la JPEY est intense et les activités culturelles variées et développées: groupes folkloriques, théâtres, chorals, cercles littéraires et artistiques. La presse estudiantine (dans ses articles et critiques), s'attache particulièrement à une juste interprétation de l'art, défend la conception réaliste contre toutes les conceptions formalistes, décadentes et idéalistes, surréalistes etc.. Les étudiants membres de la JPEY font en même temps partie d'associations et de groupes artistiques comme "Lola Robar" à Belgrade, "Joza Vlahovic" à Zagreb qui ont brillamment débuté à l'étranger, par exemple au Festival de la Jeunesse à Prague en 1947.

La JPEY organise aussi des soirées, des bals etc

4°) La JPEY s'occupe également de la culture physique. Les étudiants sont groupés dans des associations sportives. Ils organisent des compétitions sportives et des concours d'échecs ainsi que des manifestations sportives, fêtes de gymnastique etc.

Un grand nombre d'étudiants pratiquent la culture physique, comme en témoignent les grandes manifestations qui ont lieu chaque année au printemps et en automne; ils participent aux fêtes et différents concours sportifs. Les associations sportives étudiantes "L'Etoile Rouge" et la "Jeunesse" de Zagreb sont les plus renommées de la Yougoslavie.

5°) Après la libération du pays la JPEY, aidée par le Gouvernement populaire, s'est chargée de l'assistance sociale et médicale.

Plus tard avec le développement et le renforcement de son appareil, l'Etat a commencé à assumer ces fonctions et les étudiants n'auront bientôt plus à s'en soucier.

- 13 -

6°) La JPEY renforce ses liens avec les organisations étudiantes démocratiques des pays étrangers, aide dans leur lutte les étudiants des nations asservies, coloniales et tous les peuples opprimés.

7°) Hors du cadre des études et de la vie sociale à la Faculté, il faut mentionner les travaux volontaires que les étudiants effectuent au cours des vacances. Cette manifestation de l'amour et du dévouement au pays a une énorme importance pour le renforcement et le développement de la JPEY. Par milliers étudiants et étudiantes se sont enrôlés dans les brigades de travail en 1945, 1946, 1947, 1948. L'an dernier, plus de 13.000 étudiants ont travaillé pendant les vacances.

Cette année environ 14.000 participeront aux différents stages.

Le mode de vie dans les brigades, l'esprit collectiviste et de camaraderie, la conscience de l'importance de la contribution à la construction du pays, le renforcement des liens avec des jeunes des autres pays, le travail politique et culturel systématiquement organisé, contribuent à donner à ces travailleurs volontaires les plus hautes qualités morales, de courage et d'optimisme. On voit, d'après tout cela, quel rôle important la JPEY joue dans la vie de la jeunesse estudiantine yougoslave.

Elle les aide dans leur travail quotidien, elle leur donne une orientation juste de la vie et de la société. Elle forge une intelligence populaire, consciente, organisée et monolithique qui va jouer un grand rôle dans la construction du socialisme dans notre pays.

Voilà encore quelques données sur l'activité pratique de la JPEY. Depuis la libération, jusqu'à aujourd'hui elle a publié 243 œuvres originales, 245 cours photocopiés, 22 traductions de littérature scientifique soviétique et 29 autres traductions; ont été publiés avec son concours. Ces publications ont rendu de grands services aux étudiants et ont contribué à leur succès dans les études. Au mois de mars 1948, le festival des étudiants a eu lieu à Zagreb. Les groupes artistiques d'étudiants se sont produits au théâtre, dans les chorales. Des étudiants ont fait par de leurs travaux scientifiques; une exposition des Beaux Arts a été ouverte. Les premiers jeux sportifs des étudiants ont eu lieu à Zagreb, le même mois, auxquels ont participé des représentants de toutes les Universités.

Plus de 500 participants ont pris part 4 jours durant aux compétitions dans 14 différentes disciplines sportives pour ce championnat universitaire.

#### L'aide de l'Etat aux Etudiants

-Aide sociale et médicale.

En Yougoslavie il y a deux groupes d'étudiants:

1°) Ceux qui ne travaillent nulle part, peuvent consacrer tous leurs temps aux études. Ils sont obligés de suivre tous

les cours et de se présenter aux examens aux termes fixés (juillet, septembre, janvier).

2°) 10.000 étudiants, l'an dernier, travaillaient dans des entreprises ou dans d'administrations. Ceux-ci ne peuvent consacrer qu'une partie de leur temps à leurs études. Ils ne sont pas obligés de suivre les cours ni les travaux pratiques. Ils suivent pour la plupart les cours de la Faculté de Droit et d'Economie politique. En général on a besoin d'eux dans l'appareil administratif. Ils sont donc en même temps étudiant et employés et ont de avantages en ce qui concerne les cours, ainsi que les sessions d'examens.

#### A) Les bourses.

Avant la guerre, sur 16.967 étudiants il y avait 915 boursiers. La première année scolaire d'après guerre: ~~1945/46~~  
 1945/46 sur 23.749 étudiants il y avait 2026 boursiers  
 1946/47 39.870 5571  
 1947/48 34.472 13.258

Si l'on tient compte du fait qu'il y avait environ ~~10.000~~ 10.000 étudiants travaillant, c'est donc 23.000 étudiant, c'est-à-dire plus de la moitié qui avait leur situation matérielle assurée. Parmi les autres, très peu ont besoin de bourses. Ils vivent la plupart dans des bonnes conditions matérielles ou habitent les villes universitaires.

Certaines Facultés, telles la Faculté de technique et celle d'économie politique donnaient des bourses en quantités suffisantes, tandis qu'il manquait, dans d'autres facultés.

On a satisfait tous les besoins en 1947/48 comme nous l'indique le nombre de bourses accordées ~~xxxix~~ durant cette période.

On fera mieux l'année prochaine, car sur 11.000 étudiants nouveaux, il y aura 8.024 boursiers.

...../.....

Ont priorité pour obtenir les bourses :

Les étudiants titulaires de la médaille de la Résistance, les combattants de la guerre de Libération, ceux qui prennent une part active dans la construction du pays et les bons élèves. Mais on tente d'accorder des bourses à tous les étudiants.

Le montant de la bourse est de 1.500 à 3.500 dinars, mais cette dernière est donnée dans des cas exceptionnels.

C'est le Comité pour les Hautes Ecoles du Gouvernement qui assure le contrôle et la répartition des bourses aux boursiers du pays et de l'étranger. On ne fait aucune différence entre les femmes et les hommes. Ces boursiers assurent le minimum vital surtout si l'étudiant se nourrit dans les cantines.

La moyenne des bourses était de 2000 à 2.200 dinars. L'Etat alloue environ 30 millions de dinars pour les bourses. Pour les étudiants à l'étranger le montant des bourses varie suivant la situation économique du pays mais en tout cas assure la vie et les études.

Les organisations de la jeunesse populaire étudiante n'ont pas de fonction officielle dans la distribution des bourses, mais elles peuvent agir sur des organes de l'Etat en leur indiquant qu'il faut attribuer une bourse à tel étudiant pauvre plutôt qu'à un autre de condition aisée.

Il faut mentionner qu'en Yougoslavie, la bourse n'est pas considérée comme une aide, mais comme un droit parce que l'étudiant travaille aussi et par conséquent a les mêmes droits fondamentaux que les autres ouvriers.

#### B) La cantine des étudiants

Aussitôt après la Libération, la Jeunesse Populaire Yougoslave a organisé des restaurants pour étudiants. Un des buts principaux de la JPY fut d'améliorer les conditions de vie des étudiants en créant d'abord des restaurants pour chaque université.

Il n'est pas nécessaire de souligner l'importance de ces restaurants qui assurent la nourriture à presque la moitié des étudiants (ne comptant pas ceux qui logent chez leurs parents et ceux qui travaillent, et bénéficient de la cantine de leur établissement. Pourtant le nombre des restaurants n'est pas suffisant et on en ouvrira d'autres.

Outre les restaurants ordinaires, il existe des restaurants pour étudiants qui bénéficient de conditions particulières.

#### C) Les Maisons d'Etudiants

Avant la guerre il y avait à Belgrade 4 maisons d'étudiants, mais les autres villes n'en possédaient pas. Après la Libération, on a ouvert de nouveaux foyers d'étudiants, dès 1945/46.

Cette question du logement, très délicate surtout dans les capitales, n'est pas encore complètement résolue.

#### D) L'Assistance médicale

La faculté de Belgrade possède relativement le meilleur service sanitaire, assuré par l'Association pour la protection

des étudiants. La situation est semblable à la Faculté de Zagreb. A Ljubljana cette tâche est assumée par les organes d'état et le sera aussi dans les autres villes, comme on l'a déjà mentionné.

Des polycliniques d'étudiants existent dans chaque université, ainsi que des polycliniques pour maladies internes. Il y a aussi des polycliniques pour les autres maladies : maladies vénériennes, la polyclinique dentaire, et seulement à défaut d'un nombre suffisant des médecins on n'a pas pu ouvrir d'autres polycliniques.

Lors de la visite médicale du patient, on l'envoie, selon la gravité de son cas, à l'hôpital, au sanatorium ou à une cure thermale. Tous les étudiants ont droit à l'assistance médicale gratuite dans les hôpitaux. Si l'étudiant a besoin d'un médicament, il l'obtient gratuitement.

Pour mieux contrôler l'état de santé de tous les étudiants, on organise chaque année des visites médicales spéciales obligatoires pour tous les étudiants. Une telle visite médicale a eu lieu en 1947/48 à Belgrade et à Zagreb. Les résultats ainsi obtenus sont encore examinés dans le centre des études statistiques et servent avec les formulaires remplis par les étudiants lors de l'inscription, de chaque année scolaire, à l'établissement d'un contrôle de l'état de santé des étudiants.

#### E) Colonies de vacances-maisons de repos

Les étudiants qui ont besoin de repos sont envoyés dans les maisons de repos des étudiants dans les colonies de vacances.

Dans ce but, chaque Université a plusieurs colonies de vacances et de maisons de repos. L'Université de Belgrade a trois colonies de vacances, dont deux à la côte adriatique avec la capacité totale de 500 lits. L'Université de Zagreb construit encore 2 colonies de vacances dans les forêts de haute altitude, l'une tout près de Zagreb à Medvednica, et l'autre en Slovénie.

La priorité dans ces colonies de vacances appartient aux étudiants qui ont le plus besoin de repos. D'habitude, on reste un mois dans les colonies de vacances et dans les maisons de repos, ensuite c'est le tour d'un nouveau groupe d'étudiants. Le séjour dans les colonies de vacances est gratuit. Il y a eu également l'échange avec les étudiants d'autres pays pour le séjour dans nos colonies de vacances et dans les colonies de vacances étrangères.

D'autres formes d'assistance mais moins développées existent également. Les étudiants les plus nécessiteux bénéficient d'une aide financière ou en nature (vêtements, linges), et les convalescents d'une aide en nourriture substantielle attribuée par les Associations estudiantines d'assistance. Par suite de l'amélioration des conditions générales de vie des étudiants, ces secours deviennent de moins en moins nécessaires.

Il existe une coopérative d'étudiants à la faculté technique de Belgrade, où ils peuvent se procurer le matériel et les cours dont ils ont besoin.

La somme totale attribuée par l'Etat à l'assistance sociale et sanitaire pour les étudiants est de 30 millions de dinars environ, par an. Ainsi, par exemple, l'Université de Zagreb a

reçu 6.000.000 de dinars en 1945/46, 12.384.870 en 1946/47 et 16 millions en 1947/48. L'association pour la santé des étudiants de Belgrade, a bénéficié de 4.700.000 dinars en 1947/48, mais l'Etat a également soutenu la Direction Centrale des Maisons et les Restaurants d'Etudiants de Belgrade où il existe, en plus, l'Association estudiantine, d'assistance qui a son budget propre. A côté de cette somme de 30.000.000 de dinars par an, il faut également tenir compte des 30.000.000 de dinars que le Gouvernement alloue mensuellement à titre de bourses.

Ces sommes devenant chaque année de plus en plus importantes, il est clair que les conditions de vie des étudiants ne feront que s'améliorer d'une façon constante, à l'avenir.

##### 5. Les perspectives de la toujours plus grande démocratisation de l'Université

Pour la démocratisation complète de l'Université sont nécessaires les conditions suivantes :

1. Le droit aux études universitaires garanti pour tous les citoyens.
2. Les moyens matériels assurés complètement et pour tous les étudiants.

La première condition doit être réalisée par l'Etat lui-même ce qui veut dire que tout étudiant, sans aucune distinction (même sans tenir compte de la situation matérielle) aurait droit à une bourse (de 12 mois) qui lui permettrait dans une vie convenable toutes les possibilités d'études, ainsi que les possibilités de la participation à la vie culturelle et sociale. Cette mesure-là ne peut être réalisée dans tous les pays. Cependant elle est en train d'être réalisée rapidement en Yougoslavie et elle est déjà réalisée en URSS.

Par les moyens matériels complètement assurés, nous entendons tout d'abord la bourse ; ensuite le large réseau des maisons d'étudiants (commodes et convenables pour le travail) ; les restaurants d'étudiants ; le droit à la visite médicale gratuite, aux médicaments et aux soins gratuits dans tous les hôpitaux ; le droit aux maisons de repos et aux colonies de vacances d'étudiants. En bref, il faut rendre les étudiants égaux dans tous les droits avec tout autre travailleur (évidemment, il ne s'agit que des étudiants qui suivent et apprennent régulièrement leurs cours et réussissent à leurs examens).

3. Créer les conditions optimales pour le travail scientifique c'est à dire fournir aux facultés, aux instituts, aux cliniques, aux laboratoires, tout ce dont ils auront besoin. Créer un réseau de musées, d'observatoires, de jardins de botanique, etc. etc. Organiser des bibliothèques avec toutes les éditions nationales et étrangères. Sur ce plan, nous avons encore beaucoup à faire du fait de l'état arriéré hérité de l'ancienne Yougoslavie et à cause des destructions dues à la guerre.

4. Enseigner la vraie science qui est basée sur les principes du marxisme-léninisme :

Toutes les falsifications de la science, c'est à dire, les vestiges de l'idéologie bourgeoise et des autres classes exploi-



## RESOLUTION A DOPTED BY THE IUS COUNCIL MEETING, Paris 1948

With regard to the suspended membership of the Danish and Swedish national organisations and their stated reasons for this suspension, the Council declares that:

1. Though we acknowledge that some Council members hold the opinion that the actions of the Executive Secretariat in connection with the recent events in Czechoslovakia were incorrect and not impartial and would like to protest about this, the majority of the Council considers that the actions of the Secretariat were correct and it thanks the Secretariat for the considerable information concerning the events which was sent out by it to the member organisations.

It considers that the Secretariat acted correctly in not adopting any attitude or making any immediate protests without first conducting full and careful enquiries.

2. At the same time, the Council considers that whenever necessary the Secretariat should, in order to ensure correct understanding of what is happening, send out information of its member organisations more quickly and in greater detail reporting the influences on the student life of any changes taking place in this or that country. All information on important issues which is sent out by the IUS to its member organisations should be compiled by representative groups and be approved by the Secretariat.

3. The Council considers that had the EC and Secretariat given more attention to the situation in the Czechoslovak student movement prior to the February events, much of the confusion and criticism arising later would have been avoided.

2. In order to ensure that member organisations are fully informed on the present situation of the students in Czechoslovakia, the Secretariat should inform the member organisations about their conditions and also about the professors and students expelled from the Universities and together with the Czechoslovakian National Union of Students should send out information on entrance to the Universities and on the results of the forthcoming elections in the student organisation in the country.

5. The Council of the IUS calls upon the NUS of Denmark and Sweden to reconsider their decision to suspend membership in the IUS and in future to co-operate with the IUS for the sake of the unity of the democratic students of the world.

6. The Council calls upon all member organisations, even in the face of disagreement on an individual issue, not to reach hasty conclusions or to take any final decision but to preserve the unity of the IUS pending discussion by the governing body. To this end, member organisations should ask the IUS to elucidate points about which they are not clear or to comment on the authenticity of documents which they may receive from other sources.

7. Having regard to the fact that the activities of the Secretariat in relation to these events have now been extensively examined and discussed, this Council considers that this matter is closed as far as the Council is concerned.

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Report to the  
INTERNATIONAL UNION OF STUDENTS

ANNUAL COUNCIL MEETING  
PARIS, SEPTEMBER 1948.

THE SITUATION OF CZECHOSLOVAK  
STUDENTS AND ITS CONSEQUENCES WITHIN  
THE IUS.

submitted by the  
NATIONAL UNION OF DANISH STUDENTS

Bjarne Nørretranders

# C O N T E N T S:

I. AIMS AND PRINCIPLES OF THE REPORT	page: 1
II. ACTION COMMITTEES AND STUDENT ORGANISATIONS	" 3
III. GENERAL PURGE AND EXPULSIONS OF STUDENTS	" 5
IV. AUTHORITIES, DEMONSTRATIONS AND ARRESTS	" 9
V. IUS ATTITUDE TO THE CZECHOSLOVAK CASE	" 12
VI. ACTION OF NATIONAL UNION OF DANISH STUDENTS	" 17
VII. CONCLUSIONS WITH REGARD TO CONSTITUTION	" 19

## DOCUMENTS:

1. Resolution of Danish NUS, March 9th 1948	I
2. Resolution of Danish NUS, March 14th 1948	II
3. Proclamation of Student Action Committee	IV
4. Report from Students AC meeting, March 26th	VI
5. Questionnaire of AC of Law Faculty	VII
6. Proclamation of AC of Philosophy Faculty	VIII
7. IUS Secretariat Communication, February 27th	X
8. IUS Executive Secretariat minutes, February 28th	XI
9. IUS Special Press Communique, nr. 1,2. February 29th	XVI
10. IUS Organising Secretariat minutes, March 1st	XVIII
11. Telegram from "Daily Review", March 6th	XXI
12. IUS Executive Secretariat minutes, March 10th	XXII
13. British NUS Council, Press Bulletin, July 14th	XXIII

## I. AIMS AND PRINCIPLES OF THE REPORT.

1. It is with the greatest regret that the National Union of Danish Students is occasioned to put before the Council a report which seems to be of a negative and destructive character as it states the reason of our decision of the attitude to adopt, already made earlier towards the events within the Czechoslovak student world since February, and which led to our suspending our membership of the IUS and thus apparently weaken the international cooperation among the students of the world. We are, however, aware that this attitude is a necessary consequence of our conception of the democratic rights of the students and of our connexion with the IUS constitution which obliges its members to work for the observance and promotion of these same rights. With regard to this central obligation in the IUS constitution (section III, a, b, og V) we must maintain that our attitude - irrespective of the criticism it implies - is of a positive character as it defends the principle of democracy as a basis of the international cooperation between students as it will appear from our two resolutions concerning the Czechoslovak question:

2. In the resolution of March 9th 1948 (see document 1) we ascertain that by far the greatest majority of Danish students agrees on condemning the infringements on the democratic rights of the students through the take over of the Czechoslovak student organisations by the action committees, and particularly the expulsions from the universities for political reasons which deprive a number of students of their lawful demand on being able to continue their studies freely. Moreover, we declare that if occurring irregularities in the organisations give the grounds for an alteration in these, we must demand that a change in the policy of an organisation results from a free statement of opinions by the members and that expulsions do not take place until a documentation of charges and a careful investigation of the case by an impartial, competent authority have proved that there are reasons for expulsions on account of offences of a criminal, non-political character.

3. In addition to the above-mentioned resolution which states our fundamental attitude to the development in the Czechoslovak student world, we have, in the resolution of March 14th 1948, (see document 2) taken the consequence of this attitude in the relations to the IUS, firstly ascertaining that if the IUS Secretariat already for some length of time has considered the Czechoslovak student organisation undemocratic as it has been said, the case ought to have been submitted to the Council already earlier, and as this did not happen it must be the duty of the IUS to defend its member organisation and in conformity with the decisions of the constitution to protest against relegations determined by policy, secondly that the IUS secretariat refused as well protest actions as the establishment of a control commission for the investigation of the work of the action committees, and in practice started cooperation with the action committees; thirdly that we consider an infringement of the democratic principles in the constitution as a serious mistake, that the National Union of Danish Students feels it necessary to renounce on co-responsibility for a policy contrary to the constitution, and consequently suspends its membership in the IUS, which suspension will lead to a disaffiliation unless the council after having heard our representatives explaining our points of views, over-rules the attitude of the secretariat, fourthly that the suspension does not involve any alteration in our policy, but that we still give our wholehearted support to the principles embodied in the constitution of IUS, i.e. that in the same way

as we previously according to the IUS policy have distinguished and not  
 deliver from non-democratic methods, we must do it in the present  
 too.

4. National Union of Danish Students must maintain that in these resolutions we are building on the IUS constitution and defending its principles so as we acknowledged them and obliged ourselves to live by them by ratification of our affiliation in 1946. On the other hand the IUS secretariat has in its report of March 1948 (IUS Report on Recent Events in Czechoslovakia) adopted an attitude contrary to our, as firstly the report states a defence of the action committees and the circles who occasioned the change in the organisations as well as the principles and methods which are made the basis of the upheaval, secondly makes an attack on the opposers of the action committees and the circles against whom the upheaval was directed, and thirdly criticizes the member organisations which declare that they disagree with the attitude of the secretariat. At the same time the IUS report declares that it builds on the ground of the constitution and defends its principles, exactly as the National Union of Danish Students on its part declares the same in these resolutions. Consequently the task of the present report will be to find the differences in the conception and that of the secretariat of the events in the Czechoslovak student world both generally and in the concrete issues, and on the basis of this to characterise the attitude of the IUS secretariat and of our organisation in relation to the IUS constitution.

5. In advance it can be established that the main principles which the IUS secretariat declares to be determinative of its attitude to the Czechoslovak situation, and to be the basis for the working out of the report of the secretariat, are completely in conformity with the principles which the National Union of Danish Students finds desirable to take up. These principles are according to the report of the secretariat (see page 1) firstly that the events within the student world cannot be considered isolated from the social conditions as a whole, but must be seen in connexion with these, secondly that the IUS must in its attitude and activities be guided by the consideration for the interests of the students - and the rest of the population - to promote the democracy, thirdly that regards must always be taken to the purposes and aims expressed in the IUS constitution and in the decisions of the congress and council, and finally fourthly that full documentation must be supplied as basis for the attitude and that the case must be thoroughly investigated before decisions or measures are taken. Provided that the last principle is applied to and interpreted in such a way as to illustrate the case all-round as all facts and diverging points of view are stated before conclusions are taken, the National Union of Danish Students shall be able to acknowledge these four principles as fully acceptable.

6. The IUS report treats the Czechoslovak question in three main sections, i.e. the student demonstration in Praha on February 25th 1948, the action committees' taking over of the student organisations and the expulsions of students and professors. In the present report the question will be treated in a similar way as first the activity of the action committees is investigated (ch. II), then the special problem of the expulsions (ch. III) and at last the question in connexion with the student demonstration (ch. IV). On the basis of the conclusions to be drawn from the above items, the report will moreover clarify the attitude of the IUS secretariat to the events in Czechoslovakia (ch. V), then undertake an examination of the criticism which has been directed against the National Union of Danish Students on account of our attitude (ch. VI) and finally ascertain which

general conclusions can be drawn in the question with regard to the constitution. (ch. VII).

## II. ACTION COMMITTEES AND STUDENT ORGANISATIONS.

1. The close connexion between the general political conditions and the conditions within the student world is strongly emphasized in the IUS Report on Recent Events in Czechoslovakia (see page 11 ff) and ought to be taken into consideration, too, in our opinion, if one shall be able to form a correct picture of the development in the Czechoslovak student world. Therefore, it will be natural first to consider the general political conditions and the action committees in general as the basis of a judgment of the action committees of the students. In its treatment of this connexion the IUS report assumes the main point of view that the governmental crisis was occasioned by the civil ministers in their sending in applications for resignation because these wanted to counteract the Kosice program, and therefore it was necessary to secure peace and order by way of the action committees, and to undertake a relegation of the oppositional elements in order to secure the carrying through of the Kosice-program in the way in which it had been adopted by the Czechoslovak nation after the liberation (see page 12). This point of view as it is expressed in the IUS report is entirely in conformity with the official declaration of the action committees themselves.
2. The political development in Czechoslovakia during the upheaval in February and in the following months can on the other hand in our opinion be shortly described as a taking over of the power of limited governmental circles, supported by the state apparatus, but in inconsistency with general parliamentary procedure. The political parties of non-communistic character which were represented in the government before the upheaval, but which formed a potential opposition against the communists were subject to a purge pressed by the police actions after which they declared themselves willing to continue the governmental cooperation with and under the leadership of the communist party. The purged parties can hardly be said to represent any more their original party programs from the election in 1948, and thus neither the electors who gave them their votes in the elections of 1946. As the elections in 1948 cannot be said to fulfill the demands on parliamentary correct, free, and secret elections, this election cannot either be considered as a mandate from the population to the purged parties and the new government. The unification of the parties finds its clearest expression in the press of the parties in question which after the upheaval presents itself in so uniform a shape that freedom of the press cannot be said to exist in the country any more.
3. The cancellation of the freedom of the press and the irregular elections in May 1948 are instances to establish the fact that the parliamentary democracy has been suspended by the upheaval in Czechoslovakia. Further it must be remembered that the president's acknowledgement of the alteration of government, and the reorganisation of the non-communistic parties by way of the action committees happened under pressure from the communistic party and under the threat of use of military power from the action committees and the working militia - in this way the creation of their action committees happened on the part of the the parties and the negotiations as a preparation of this, under armed siege of the party buildings. Irrespective of the fact that the action committees are justified in the Kosice-program and then as natural measures in the first chaotic and desorganised period after the liberation in 1945, the creation of these within



... of public life and their complete control of this three years after the liberation cannot consequently be considered legal and in accordance with parliamentary, democratic procedure.

4. The creation of the action committees is thus not legally authorized from a parliamentary point of view, on the other hand it must be remembered the purpose of their creation is declared to be the parliamentary legally authorized to secure the carrying through of the Kosice-program which was acknowledged by more than 90 % of the voters at the elections in 1946 as contended by the IUS report. But the report does not take into consideration that the upheaval itself is a neglect of the Kosice-program which assumes the maintenance of the parliamentary democracy as the basis of the concrete policy of the post-war-period. This principle has been clearly expressed in the "Statement of Policy of Mr. Gottwald's Government" based on the Kosice-program (Praha, July 8, 1946, page 9 and 12) which declares that the principle of universal, direct, equal and secret voting and proportional representation in all representative bodies will be constitutionally ensured and that the citizens were to be guaranteed constitutionally freedom of the press and speech, freedom of assembly and association, freedom of scientific research and artistic expression as well as all other personal and political freedoms. These decisions are all actually suspended in the upheaval.

5. Besides it cannot be denied that also the civil circles of Czechoslovakia have shown lack of regard to the Kosice-program in certain cases, however, not to a greater extent than the communists who in several cases, and as a whole far more systematically, have violated the principles of the program not only as regards the process of nationalization but in many other cases as well, e.g. by allowing party politics to influence appointments to key-positions thus taking advantage of an opportunity to obtain political power which had a tendency towards monopoly and which finally was made political monopoly a reality. It is worth noting in this connection the the resignation of the twelve ministers which brought about the change of government was primarily submitted as a protest against the fact that the minister for the interior and the prime minister had ignored the cabinet resolution to annul appointments which favoured communists for leading positions within the police force. This had for some time already been threatening the political independence of the Czechoslovak legal system. As a consequence of the above considerations, the political development of the Czechoslovak community appears as a monopolising of power for limited circles with a view to furthering of special party political interests in inconsistency with parliamentary principles and a ruling democratic system.

6. As the IUS report states that the creation of the action committees of the students must be considered a step in a greater development (see page 12, sc. 3), a principle which is also acknowledged by the report in question, we must maintain that the above points of view also apply to the conditions within the student world. The action committees' taking over of the student organisations thus took place under the vigilance of the police in a way which was identical with that under the change within the political parties which must reasonably be understood there that they were prepared to use force if necessary. The explanation of the IUS report of the presence of the police (see page 15, sc. 6) as a protective measure for the benefit of students in opposition to the change as these students risked infringement from present workers, is quite unacceptable as there was no great crowd of people in the students' building under the taking over, and those who were present did not show any sign of excitement. The change within

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the student world and the creation of the students' action committees which - as it is correctly stated by the IUS report - took place independent of the general political development and as an individual part in the general political change of the whole social life; also took place on similar lines and with application of similar methods as in all other domains, and consequently must be judged similarly.

7. This point of view is confirmed in an examination of the policy stipulated by the student organisations' action committees after the taking over of the power. The policy of the action committees was formulated not until in a meeting in the student house in the Opletalova-street on Thursday night February 26th on which occasion also members from the various faculties were elected to the action committees. In the meeting a program of four items was accepted (see IUS report page 4, sc. 3 as well as below document 3); item 3 of this program clearly expresses political discrimination to the benefit of communist students or students sympathising with the communists. It should be noted that the version of the IUS report of the item is not correct as here the expression "democratic programme of the people" indicated that opposition against the Kosice program only should be criterion of expulsion while in the original Czechoslovak text printed on placards (see document 3) it is formulated to the effect that condition of expulsion is opposition against the Peoples Democracy which is to say favour of a special closely party accentuated conception of democracy which does not cover the conception of the Kosice program.

8. In this connection it should further be noted that the account of the meeting of the IUS report (see page 4) is also in other respects incomplete and incorrect as it is kept secret that one of the chief speakers of the meeting expressly declared that in future discipline was required in the form of absolute unity of ideology; no discussion of four parties and that the end of the meeting was characterized by fanatical cheers for the SNB-corps, the Czechoslovak police corps which had become one of the causes of the government crisis in being politically monopolised (see document 4). Furthermore it must be noted that the elections which took place on Thursday night February 26th to the action committees cannot be considered in any way representative as special permissions to enter were required for admission to the building as not all those present were students and as the assembly was as a whole characterized by party political one-sidedness. That the Central Students Action Committee apparently modified the above items of programme in a later meeting in demanding instead that the Kosice programme should be carried through (see IUS report page 14, sc. 3), does not alter the dominating stamp of political discrimination when one calls to mind the election procedure, neglect of the parliamentary decisions of the Kosice-programme as well as the conditions of work for representatives of the non-communistic political parties in the action committees, not only with the students, but everywhere in social life.

### III. GENERAL PURGE AND EXPULSIONS OF STUDENTS:

1. Without for that matter ignoring the practical activities of various kind of the action committees which was possibly in certain fields exercised with greater energy and effectiveness than before the change (see IUS report page 15) it cannot be denied nor explained away that in their most dominating and effective activities, i.e. the investigations into the political conditions of the students, and the assistance in the relegations of students from universities and higher schools the action committees have contributed to a radical change

- 6 -

within the structure of the Czechoslovak student world in accordance with political principles which forms a further confirmation of the above points of view concerning the political unification within the student organisations, called forth by the formal change of the organisational conditions by the creation of action committees. Even this political process of unification in the structure of the organisations involves as an inevitable necessity and consequence that also the activity of the organisations becomes actively political discriminative the first time, and later on continues being it potentially.

2. The expulsions of students must be seen in connection with the general purging activities which took place everywhere in the Czechoslovak community in connection with the change and which is declared to be justified in its directing towards undemocratic elements, either collaborators or persons who actively counteracted the Kosice-programme and the legal government, or even towards the state security - in the latter case by functioning in the intelligence service of foreign powers. This fact is stated as the proper reason of the suspension of the parliamentary system, this action being necessary in order to meet a plot of the above circles entered into with a view to taking over the power in the country by provoking a Government crisis through the resignation of the twelve civil ministers. As it is not the task of the present report to treat the general political development as such, but only as far as it has a decisive influence on the development within the student world, it is only to be established in this connection that the reasons for the purge within the student world follows similar lines of direction as in the general political purge.

3. As reason for the action against the student organisations in Czechoslovakia it is stated (IUS report page 5, 9, 18-19, 22-23) that the leaders of the actions are individually guilty of cooperation with the occupation power during the war (Ransdorf), politically hostile cooperation with foreign powers in the form of spying (Uhl), and of general activity against the Government and the Kosice-programme, as well as it is stated that in the organisations they are guilty of undermining of democratic conditions through election bribes and other irregularities, sabotaging of the programme accepted in May 1945 for improvement of the social conditions of the students, consumption of funds entrusted to them, discrimination against foreign students by refusal of member rights, and finally counteraction of the international cooperation through IUS. It appears to us to be a matter of fact that in the organisational conditions before February 1948 there existed in reality irregularities of the above mentioned kind, but at the same time that stating of these irregularities as a reason for an unreserved acceptance of the change and the purges as takes place in the IUS report cannot resist a thorough trial.

4. First and foremost it appears to us surprising and inconsequent that the IUS report acknowledges criminal actions as spying and consumption of funds as reasons for the change as these offences should be expected to be regulated in general proceedings with the maintenance of parliamentary practice, as even the IUS report expressly states (page 9 and 23) that there has never been any evidence that judicial procedure in Czechoslovakia is subject to the dangers imposed by secrecy and by political machinations and that nothing in the experience of postwar Czechoslovakia can justify such an attitude which implies that the law would be misused. Then with a view to the undemocratic conditions asserted to exist within the student organisations, it has a no less surprising effect that the IUS report has not been

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by way of general parliamentary methods under public demonstration of the irregularities and indictment against those responsible as well as by submitting the case to IUS as an international forum. In all circumstances we cannot acknowledge the justified in counteracting faults and defects in an existing democratic system by abolishing the self-same system by reducing freedom of speech and freedom of organisation.

5. The most important part of the accusation against the circles purged is the charge of collaboration during the war. To this must in beforehand be noted that when watching the conditions in Czechoslovakia one was given the impression that in the years after the liberation a very effective purge of collaborative elements had been undertaken and that consequently it would carry very little conviction to the observer that accusation was suddenly directed towards so great many persons among the people in the student organisations, ordinary students and professors as reasons for the change in the organisational conditions by way of power and for expulsions especially considering the fact that no public infringement had ever before been directed towards them demanding their removal to such an extent as was now the case. Moreover it is evident that the accusation of collaborationism must in important cases seem very ill-founded.

6. In this connection we consider it necessary to add a few remarks to the treatment of the IUS report of the case Ransdorf (page 9, sc.6) in which case the accusation seems even exceptionally well-founded at first sight. Emil Ransdorf is in the IUS report accused of having been a leading member of the Kuratorium or the Czech equivalent of the Hitler Jugend. Having besides no personal knowledge of Ransdorf and having no conditions of judging his affairs before the change, we have investigated into the possibilities of the justification of this accusation by asking persons in Praha, too who were in close contact with Ransdorf, but who at the same time are completely free of accusations of collaboration in all circumstances. It has been assured that there existed no documentation of Ransdorf's membership of Kuratorium - not to say a leading member - but that there exists only an invitation to Ransdorf from Kuratorium to function as referee in a sport competition; he is, however, said to have refused the invitation. The accusation against Ransdorf of collaboration is declared to be completely absurd by these circles, and we find it natural without intending to defend Ransdorf unconditionally of which we have no competence that we are reserved as regards the accusations of collaboration until sufficient documentation is furnished.

7. The above example seems to prove that the accusation of collaboration in essential cases turns out to be strongly accommodated. In the cases the accusation can with justice be supposed accommodated it further proves that it is the question of a party politically unwanted person whose removal is wanted under the pretext of collaboration. This point of view is backed up by the fact that there are cases where persons who during the war carried out collaborative activities have taken over posts at the change on account of party political adherence which had before been occupied by persons who could not at any rate be accused of collaboration, but who were party politically unwanted. In other words it is evident that the accusations of collaborationism are often being advanced haphazardly according to politically discriminating lines of direction. This point of view is further supported when one passes over to the treatment of the more limited, but most important sphere of the purging activities, i.e. the expulsions from universities and higher schools.



8. Under the treatment of the question of exclusion of students and professors the IUS report states as a criterion for the exclusion membership of various Nazi organisations or other collaborationist activity (page 21, 23) in order to prove with this that the exclusions are in accordance with the programme unanimously passed in May 1945, and moreover a necessary action in order to carry through the programme. Already in the formulation of the IUS report there is, however, an inconsequence which in beforehand makes one suppose that not only collaboration forms the criterion of expulsions, but that other facts, too, have a decisive effect; the report (page 23, ac. 7) declares that this secretariat has verified that expulsions have taken place only when political opinions have led certain individuals to collaborationist activity in the past, but continues later on, "the examples we have cited are clear cases of expulsion on these as well as other well-founded grounds". That other factors than collaborationism has had a decisive effect on expulsions appears from a consideration of the general procedure and of single cases not mentioned in the IUS report.

9. For the illustration of the procedure to the tribunals who are to investigate into the political conditions of the students an example can be enumerated from the faculty of law in the form of a questionnaire of the Control Commission of the Action Committee of the National Front at the Law Faculty (see document 5). This questionnaire comprises - beside questions on conditions during the war - also questions of an actual political character, thus if the person in question has been in touch with people who left the republic since the February events, if he took part in the February demonstrations, if he signed declarations against the Gottwald government, if he was arrested or investigated in connection with the February demonstrations, and finally about membership in organisations in post-war time, where he has been employed, and if he has been active in public life in postwar time. The most convincing expression of political discrimination in this questionnaire are the questions of publicist activity as the person in question is asked if he has written for the press or the radio as regards war time, while as regards post-war time he is only asked if he has written for the press, evidently because the radio in post-war time was under the orders of the ministry of information controlled by the communists.

10. The assertion of politically discriminating expulsions is irrefutably being confirmed in an examination of concrete cases of expulsions to which end we enumerate an example from another faculty in the form of a Proclamation on the Action Committee of the National Front at the Philosophical Faculty of Charles University in Prague (see document 6). It appears from this document that among the cases treated not one single person was relegated exclusively on account of collaborationism during the occupation, only one (Vera Eisensteinova) with collaborationism as a co-decisive reason, only two with the favour of a collaborationist as a reason while the other 9 cases (Vlasak, Peska, Sichrovsky, Vanek, Justl, Kriz, Vanaskova, Kopcil, Vankova) are being punished of non-collaborationist offences of political, anticommunistic nature; of the nine cases it is worth noting that the cases under item 1-4 and 7-10 are being punished unconditionally because of their negative attitude to the peoples democracy, while under item 11 the case is being made conditional with regard to progressive attitude to the peoples democracy which is also the case of case number 12. collaborationist.

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11. In addition to the above remarks on the procedure can be stated without besides our being able to document it for reasons of discretion that in cases personally known to us relegations have occurred without opportunity being given to the relegated to give an account of his case and defend himself. In view of the politically discriminating nature of the procedure and the settlement of the individual cases it is finally of some interest to call to mind that the number of expulsions doubtless exceeds the officially given figure which amounts to about 60 in whole Czechoslovakia. Already in the first official announcement of the relegations in the student paper which was started after the change (Studentsky Predvoj nr. 1, 13th of March 1948, page 8) a total number of 30 relegations is indicated, and according to personal, specified statements to us on April 3rd 1948 there was at this time a total number of 148 relegated and about 100 suspended students - all the figures indicated alone in Prague - with no regard to universities and highschoools outside the capital. In this connection it ought to be remembered that relegations from higher schools involve also exclusion from hostels, and that further several relegations from hostels have occurred at the request of the action committee of the hostel.

12. In the above we have given an account of how the change within the Czechoslovak student organisations is aiming at a structural change in the direction of party political monopolising (see ch. II sc. 6-8), and later on an account of how the organisations after having been subjected to the change are aiming at carrying through this political monopolising in their most outstanding activity not only in the organs of the organisations, but also in the mass of general students (see ch. III, sc. 8-11) the actively oppositional students being excluded. To this it ought further to be added that since the change the students in faculties as well as in hostels have been urgently requested to sign resolutions and to participate in demonstrations to the advantage of the change and the peoples democracy; an overwhelming great number of students have signed against their conviction for fear of reprisals in the form of relegation if they stood back. We can only look upon these phenomena as steps in a process aiming at party political unification and decide our attitude accordingly.

13. We do not consider it our task to defend the purged or controlled students' political views or activity, nor to engage ourselves in the same political attitude, but on the contrary to defend and maintain their right of an independent and free conception and activity as long as this is not collaborationistically engaged. We must strongly maintain that our point of view is based on the fact, that in this way and only in this way the IUS constitution can be interpreted as it decides (section III, clause b) that the aims of the IUS shall be to secure to all young people the right and possibility of higher education regardless of political conviction etc, and further (section V, obligations clause e) that member organisations of the IUS shall give no expression to any discriminatory propaganda based upon differences in political conviction, etc.

#### IV. AUTHORITIES, DEMONSTRATIONS AND ARRESTS.

1. In the treatment of the question of the student demonstration on February 25th 1948 and of the arrests of students under and after the crisis the question arises of the direct relations between the authorities and the student world, if the authorities have made any direct interferences as regards students and student organisations apart from



- 10 -

the orders of the Government to create action committees. The question of the demonstration was especially emphasized in the time of the crisis in Czechoslovakia even on account of the above implications and is being treated in the front rank in the IUS report before turning to the organisational conditions and delegations. In case it was the question of authoritative and repeated interferences on the part of the authorities with a view to suppression of the rights of the students to express their opinions, it would indeed be obvious to consider the question as being of primary importance. It is, however, our opinion that in the Czechoslovak case this problem is not claiming the greatest attention.

2. In the main we can acknowledge the conclusion of the IUS report concerning the demonstration on February 25th (see page 6, sc. 6) ascertaining that it is no doubt a fact that certain individual members of the police force carried out their duties with excessive violence. This may occur in any society or in any such event without implying of direct responsibility of the officers or of the authorities for such an occurrence. And in the same connection (see page 6, sc. 5) the IUS report ascertains that the student demonstration and the events on the Castle Hill were the only example of this kind during the whole crisis, so that whatever took place is in no way an incident which characterizes a general situation in Czechoslovakia. The demonstration was an isolated event of this kind. Even if there are reasons to condemn the attitude of the police because of the unrestrained brutality this isolated case cannot - either in our opinion - be taken as a basis of any more comprising action.

3. But even if we can - in this respect - declare our agreement with the IUS report, we must in various other respects dissociate ourselves from its treatment of the case in question. Firstly the report gives wrong or uncomplete information at certain not unessential points. In the efforts to prove that the demonstration had been arranged by the National Socialistic Party, the report thus enters (page 4, sc. 4 to page 5, sc. 3) a statement of a national socialistic student demonstration declared to have occurred on Tuesday February 24th, the report indicating that this demonstration was to give the explanation of the fact who arranged the demonstration on February 25th. However, the report gives no account of the asserted connection between this national socialistic demonstration and the demonstration on February 25th and upon the whole appears to be extraordinarily badly informed of the former demonstration which in reality took place on Monday the 23rd and not on Tuesday the 24th and furthermore did not come from the secretariat of the national socialistic party, but from a national socialistic meeting in Obecni Dum, and finally did not visit the national socialistic party press.

4. The attempt of the report to prove the national socialistic character of the Wednesday demonstration seems upon the whole constructed, very poorly supported. In this connection it must be mentioned that the report (page 2, sc. 5) indicates that the National socialistic student Navratil declared that he had called the demonstration. The report states this as being referred in Jan Smith's report which, however, does not say this, but literally says, "The Czechoslovak National Union of Students have said that it does not know who called this meeting, so I will say that I am calling this meeting", this as Navratil's remark to the participants in the demonstration which can only be understood there that he undertakes the responsibility for the demonstration, as the meeting is already met, but not that he admits to have taken measures to call and prepare the meeting. Later on Navratil has indeed

personally refused to have called the meeting and prepared the demonstration. - Even on the assumption that the initiative of the demonstration had come from national socialistic circles, it is, however, difficult to understand why for that reason the demonstration should have a more illegal or odious tinge, the national socialistic party being one of the four parties which formed the National Front in the parliamentary cooperation and thus was to enjoy the same parliamentary and constitutional rights as the other three parties of the Government.

5. As the IUS report in its treatment of the demonstration of February 25th involves other student demonstrations, too, it ought to be stated that the report omits to mention a demonstration of communist students which took place already on Friday the 20th of February and which had the character of a spontaneous demonstration without the police trying to stop it. It is certainly fully correct to mention the explanation of the Ministry of the Interior as regards the suppression of the Wednesday-demonstration (the IUS report page 6, sc. 2) as a maintenance of regulations in existence since before the war which stipulate that all public meetings, parades and demonstrations must be reported to the police in advance, and permission for them must be obtained. This official excuse and explanation as regards the suppression of the demonstration conceal, however, a certain inconsequence as it appears also from the account of the IUS report (page 3, line 8ff) that the demonstration got permission from the police to march to the place in front of the castle and that the delegation comprising five men was escorted by the police to the secretary of the president who had in beforehand promised to see them, and finally - having been waiting in peace for the return of the delegation for twenty minutes - the police suddenly gave orders that the crowd should retreat in a few minutes after which it forced the demonstration back in the mentioned brutal way as the retreat did not pass off quickly enough.

6. Thus there is an evident inconsequence in the official explanation given by the Ministry of the Interior as evidently the demonstration had first been acknowledged by the police irrespective of the fact that it had not been regularly reported and not till later was suddenly declared to be illegal, according to some persons' assertion on counter-order given by an outside person. It is understandable as well as natural that the Ministry of the Interior pleads the above reference to the law as this must of course be accepted as a matter of course from a juridical point of view, whereas it seems one-sided that the IUS report without criticism takes over this official explanation without giving close account of the circumstances occurring. Even if we can - everything considered - approve the characterization of the report of the question as being an isolated case not reflecting a fundamental and permanent problem directly (page 7, sc. 7), we must, however, at the same time call attention to the fact that the report makes so hasty and categorical a judgment based on a so uncritical acceptance of the official explanations that the report seems to draw its conclusions from a strongly prejudiced point of view towards the whole Czechoslovak complex of problems taken together.

7. We cannot declare to agree with the secretariat in this fundamental attitude to the problem and must further call attention to the conclusions of the secretariat as regards the Wednesday-demonstration which we indeed give our consent in the main and which in the IUS report is partly based on assumptions that appear irrelevant (page 7, sc. 5-6). The report declares as a comment to the demand for action through protest against the oppression of the demonstration that "all actions of

the IUS on behalf of the rights of the students have been undertaken with a view to reinforcing the power of democracy in the student world, the IUS has never been called upon to take action on behalf of students acting in an antidemocratic manner. The students in Egypt who demonstrated in favour of war against the Jewish state in Palestine, the students in Turkey who demonstrated for war against the Soviet Union etc. were all exercising democratic rights. No one would suggest that had these demonstrations been dispersed or in any way suppressed, the IUS should come to the defence of these students". And in the same connection (page 7, sc. 5), "we cannot defend the right of student leaders to misguide and misdirect sections of the students movement." In this connection we must point out, that in accordance with the IUS report (page 2) the delegation of five intended to deliver a message to president Benes demanding the retention of parliamentary government and seeking information about the students who had been arrested. We cannot see any points of resemblance between this demonstration and the Egypt or Turkish one and neither that it is to misguide the student movement to demand the maintenance of the parliamentary democracy in a critical period.

8. Finally we want to maintain that even if the demonstration on Wednesday the 25th of February and the consequences which it involved in the form of ill-treatments and arrests might justly be understood as an isolated phenomenon, it is, however, necessary to be aware of possible tendencies towards repetition of this sort of events to the effect that it is the question of a permanent state of infringements on the part of the Government. As is well known a student demonstration took place in Plzen on the 5th of May 1948 and in the following days which was suppressed by the police, and it is also a matter of fact that in the months after the change several arrests of students in Praha and other towns occurred, according to various statements even several hundreds alone in Praha. It is with regret that one has to ascertain that the IUS has not in these cases given information or statements in spite of the assurance of the IUS report (page 9, sc. 5) that the IUS fully intends to interest itself in the case of every student facing a security or a criminal charge and will keep its member organisations informed of the trials.

#### V. ATTITUDE TO THE CZECHOSLOVAK CASE.

1. In the above we have pointed out that after the change the Czechoslovak student world is guided and formed according to principles that are politically discriminatory as well as regards the organisational conditions (see ch. II, sc. 6-8) as the activity of the organisations (see ch. III, sc. 8-11), and that - apart from the general influence on the student organisations from the political conditions through the action committees - also tendencies to direct interference on the part of the authorities must be looked on with concern and attention (ch. IV, sc. 6-8). In this judgment we are in inconsistency with the report of the IUS secretariat and consequently also with the attitude of the secretariat to the change in Czechoslovakia, the secretariat unconditionally defending those who have taken over the power by the change and accusing the purged and controlled circles, while we on our part accuse those who took over the power and defend the right of their opponents to have a parliamentary trial of their case. Having in beforehand declared to agree with the main principles which are made the basis of the IUS report (see ch. I, sc. 5), we must consequently state that the report of the secretariat has not observed these principles for which the reasons will be given in the following (sc. 2-8) and then

we must criticize the attitude of the secretariat to the events in a similar way in which the secretariat criticizes the member organisations which have acted from other points of view than the secretariat itself (sc. 9-10).

2. As examples of violation of the fourth principle of the report: to give full documentation and thoroughly examine the case before making up one's mind we recall a few weaknesses pointed out in the above, thus the mistakes and omissions which appear in the mention of the report of the meeting of the action committees on February 26th (ch. II, sc. 7-8), in the submission of accusations of collaborationism (ch. III, sc. 6), as well as in the mention of the student demonstration on Wednesday the 25th of February (ch. IV, sc. 3-4). Besides we also remind of the direct inconsequences appearing in the report, thus in the treatment of accusations against former leaders of student organisations and against relegated students (ch. III, sc. 4 and 8) as well as in the treatment of the demonstration (ch. IV, sc. 5-6). On this basis we must ascertain that the report has not observed its fourth principle and especially not in the interpretation which in our opinion is reasonable, e.g. that the principle is to secure elucidation of the case in an all-round way, all facts and diverging points of view being given before conclusions are drawn.

3. As for the first principle of the report: to consider student conditions a link of the conditions of society and not isolated as a special class, we have already in the above pointed out (ch. II, sc. 5) that the report uses this principle for a statement of the general political development in Czechoslovakia on the assumption that the taking over of the power was fully parliamentarily correct and necessary in order to oppose and prevent the conspirations of undemocratic elements. We have pointed out the weaknesses and the incorrectness of this statement (ch. II, sc. 3-5) and on the background of this given development can be described into the directly contrary direction (ch. II, sc. 2) as a political monopolisation of the power in inconsistency with the parliamentary procedure, and under the pretext of certain deficiencies at the same time with the opponents simultaneously with these deficiencies existing after all with these, too, who took over the power. This one-sidedness in the attitude of the report is being further confirmed in the conclusion of the report (see page 27, sc. 2) declaring that the previous undemocratic character of the Czech NUS was related to a situation existing in the country, and similarly the new developments among the students are paralleled by new changes among the whole people. Furthermore the report ibidem criticizes the attitude of Jan Smith as being at variance with the intention to judge the student issue in a non-partisan fashion and with reference to the IUS Constitution on the ground that Mr. Smith's attitude has been based on fundamental disagreement with recent events in Czechoslovakia. In our opinion one can at any rate not base to the same extent characterize an attitude to be partisan which is based on fundamental and uncritical agreement with recent events in Czechoslovakia, such as is the attitude of the IUS secretariat.

4. The treatment of the IUS report of the first principle automatically leads to the second, the principle that in the judgment due regard must be taken to the efforts of the students to further the democracy. The above ascertainment of the IUS report (see page 27, sc. 2) that the previous undemocratic character of the Czech NUS was related to a situation existing in the country shows that the secretariat judges the situation not only from an observation of the existing irregularities and frauds in the student organisations, but also from an assumption



a priori that before the change undemocratic states of things were prevailing in Czechoslovakia, whereas democratic states were established at the change. From this it appears that the secretariat does not consider a suspension of parliamentary states of things a decline of democracy, a fact which is being further stressed somewhere else in the report when it declares that the secretariat does not believe that in a case like this the number of students in support or in opposition is the most important factor (page 24, item 2), and that the IUS does not consider that democracy can be defined by reference to a mechanical structure (page 25, item 7), and that in those countries where only a minority of students will sincerely support the principles of the IUS, it is important that the member organisations should give their support and sympathy to that minority (page 25, item 9). The IUS report states in these places that in judging you ought rather to decide on the attitude to adopt from a consideration of the programme and activity of the organisation in question than take up a formal attitude.

5. Here we must point out various inconsequences in the treatment of the report of the idea of democracy as a basis of the judgment of the development in Czechoslovakia in exactly the same way as we have earlier pointed out inconsequences in other connections. The report says (page 28, line 1 ff) that the secretariat cannot defend an organisation simply because it is nominally representative and goes on maintaining that it is extremely doubtful whether the National Union can be described as representative, since its very elections were undemocratic. Here the report - as elsewhere, too, - makes an attack on the former state of things from a parliamentary point of view, but at the same time explains away - as pointed out before - that the change has suspended parliamentary states of things to a no slighter degree, as well as it defends those who have taken over the power from the point of view that mechanical structure and the number of students in support or opposition are of no essential importance, in other words that as far as the new states of things are concerned it is of a subordinate importance that parliamentary regulations are being ignored while it states as an excuse for the neglect through political monopolisation even the neglect of parliamentary regulations in the former state of things. It appears from this that in judging the question of democracy existing or not-existing the secretariat ignores the question of democratic, parliamentary procedure and representation and instead applies the observation of "programme" and "activities" as a criterion. As we have pointed out in the above (ch. II) that the programme as well as activities of the new organisations are distinctly politically discriminatory, it goes without saying that the secretariat supports and defends this political discrimination and thus is guilty of one-sided, party political attitude, under the pretext of intending to support democratic circles and purposes in general sense.

6. Concerning the question of democracy, we must finally point out one more inconsequence of fundamental importance. The secretariat states by way of reasons for its defence of the change that earlier undemocratic states of things were prevailing not only in the student organisations but in the whole country (page 27, sc. 2), but at the same time states as a criticism of Mr. Smith's proposal for demanding fair trial for the students arrested that nothing in the experience of the secretariat of postwar Czechoslovakia can justify such an attitude (page 9, sc. 5). This argument seems to us to weaken very strongly the assertion of the report as regards former undemocratic states of things, as even this assertion built on the assumption that the former existing legal system has admitted a far greater number of collaborationists to avoid punishment. In this connection we feel it necessary to maintain

that nor in other respects we consider ourselves able to acknowledge the assertion of undemocratic state of things before the change except that certain tendencies of party political monopolisation on the part of the communists can be demonstrated. Thus the ministry of information and its publishing establishments which were already before the change controlled by the circles who took over the power at the change have not in their statements of Czechoslovak social conditions indicated that there existed undemocratic states of things, but on the contrary, that an especially advanced democracy was prevailing after the liberation in 1945. Even as regards the period before 1938 we can state pronouncements confirming that already in the period before the occupation democracy existed in Czechoslovakia, thus in a statement of Czechoslovak social politics published after the change, too, in a publishing firm controlled by the ministry of information ("Towards a Better Life. Social Welfare in Czechoslovakia", edited by Jan Sejhar, Orbis, Praha, second edition april 1948, page 7) which says: even in the two decades preceding 1938, Czechoslovakia was one of the most socially progressive countries in the world, by virtue of its social legislation.

7. It appears from the above that when the report of the secretariat according to its second principle of the regard to democracy prefers the state of things after the change to that which existed before and this from a consideration of the state of society as a whole and not only the student world isolated, the secretariat has just then and at once made its choice between two states of things both corresponding to a conception of democracy. It has rejected as undemocratic the state of things and the conception which wants to base the democracy, its methods and results on the parliamentary system including freedom of speech, freedom of organisation and freedom of election not only on the grounds of certain weaknesses in the application of this system within the student world, but also fundamentally. And it has preferred as democratic the state of things and the conception which, instead of basing the methods and results of the democracy on the cooperation of equal rights of various democratic parties, bases democratic progress on the suspension of the parliamentary system to the advantage of a party politically dominated system with abolition of elementary freedoms and rights. As we did when judging the treatment of the IUS report of the first principle, we must, therefore, as regards the second principle ascertain that from two possible interpretations and descriptions it always prefers a priori that which is to the advantage of political discrimination and this in so an undocumented and unfounded way in both cases that the report is in inconsistency with its fourth principle (cf. sc. 5).

8. Concerning the relation of the report to its third principle, regarding maintenance of the decisions of the constitution, the congress and the council, we have already before (ch. III, sc. 13) pointed out that the action committees are in inconsistency with the decisions of the IUS constitution in section III, clause b and in section V, obligations clause e concerning political discrimination. Hence it follows that the secretariat, too, in its fundamental and uncritical support of the programme and activity of the action committees violates these same decisions of the constitution. From the fundamental declaration of the report (page 25, item 9) to the effect that the IUS and its member organisations ought to support the minority where only a minority is in accordance with the points of view of the report, it appears furthermore that the secretariat is acting contrary to the section III clause e of the constitution which aims at the formation of unified



and fully representative student organisations, which are democratic in character, and to section V, clause 2-5 as the report simultaneously with the above declaration defends a minority which at essential points violates the IUS constitution in effecting a reduction of democratic rights. Consequently we must declare as a matter of fact that the IUS report is in inconsistency with all four principles which it has made the basis of its statement of the events in Czechoslovakia, and that the attitude of the secretariat is thus also in inconsistency with the IUS constitution.

9. For further illustration of the attitude of the secretariat as expressed in the report, we are going briefly to mention the actions of the secretariat in the period from the change till the issue of the report. After having received statements from two representatives of the action committees in a meeting on Friday the 27th of February, the IUS secretariat sent out a communication to its member organisations (document 7) in which it was informed that the IUS secretariat is able to continue its activity undisturbed by the events and intends to collect material in order to keep the member organisations informed of the development. The communication did not define any point of view as regards the events. The day afterwards a secretariat meeting was held in order to stipulate the attitude of the secretariat to the events on which occasion already all the points of view of the IUS report were expressed (document 8) by way of reasons for a rejection of Jim Smith's proposal of resolution and an ascertainment of the legalization of the action committees. In a letter it was agreed to welcome the programme of the Student Action Committee as well as to send a delegation to the ministry of the interior in order to receive statements of questions in connection with the demonstration and the arrests and to issue press communiqués concerning these decisions (document 9). A proposal on Danish part for examining the conditions including expulsions and coming elections of the students through an allround composed control commission was categorically rejected, and the proposal was not mentioned in the minutes of the meeting.

10. As a continuation of the official acknowledgement of the programme of the action committees, the Organising Secretariat agreed to bring about greater contact between the secretariat and Czechoslovak students in a meeting on March 1st (document 10) for which purpose it intended to appoint a Czechoslovak student as contactor to Czechoslovakian students- and youth organisations as well as it intended to enter into a closer cooperation with Czechoslovak student- and youth organisations in order to obtain printing facilities, and finally that it intended to issue a special publication on the developments in the students movement in Czechoslovakia with the help of the Students Action Committee of Prague. As a result of the visit of the delegation to the ministry of the interior a press communiqué was finally issued on March 4th which the official Czechoslovak daily paper for foreigners Daily Review, published as an unreserved statement to the advantage of the change (document 11). At the same time the opposition against the proposal for an all-sided and impartial commission was continued, the omission of mention in the minutes of the earlier meeting being summarily corrected and the case not being submitted to treatment in spite of proposal, but it was promised that it should be discussed in the IUS report on recent events in Czechoslovakia (document 12). As is well-known the proposal was not mentioned in the IUS report which in this respect, too, is a reflection of the invariable attitude of the secretariat in the weeks before the issue of the report.

VI. ACTION OF NATIONAL UNION OF DANISH STUDENTS

1. In the above it has been pointed out (ch. V, sc. 8) that the IUS secretariat has violated the IUS constitution in unreserved engaging itself into the points of view and activity of the action committees and thus has involved the member organisations of the IUS, too, in the unconstitutional actions as well as into an interpretation of the idea of democracy strongly touched by party politics. This is the fact which, as already expressed in the former mentioned resolutions (ch. I, sc. 2-3) - has forced the National Union of Danish Students to criticize the action of the secretariat and to take such steps as are sufficient to disengage the National Union of Students of co-responsibility of IUS politics in the period until council is able to make an authoritative judgment of the attitude of the secretariat, but which at the same time postpone a definite breach in the form of disaffiliation until the case can be explained satisfactorily in the council meeting. In acting like this we have been in full keeping with the IUS constitution as well as we have not made any change in politics and points of view in this action.

2. However, we consider it necessary to examine the criticism which the IUS secretariat has directed towards our action and meet it still more detailed. In the main the IUS secretariat accuses the National Union of Danish Students on the occasion of our suspension of membership (IUS report page 26-27) of the following four items, e.g. firstly that the action was hastily taken, based upon the complete misrepresentation of recent events as given by the press in several countries and private reports from individuals in the secretariat, secondly that the action was taken without regard to the existence in Prague of a Secretariat which was in a position to make all the necessary investigations, and in whose work they should have had complete confidence, thirdly that the action is in inconsistency with the usual practice of the Danish and Norwegian National Unions who have persistently refused to support well-documented IUS campaigns in support of democratic students struggles in colonial and oppressed countries; and finally fourthly that the action constitutes a grave danger for the effective work of the IUS, and may be considered to be an attempt to weaken the democratic cause of students by destroying that unity which is its greatest source of strength.

3. To the first accusation we can state that the National Union of Danish Students did not come to the decision on the grounds of information in the daily press and that the secretariat had no reasons for this assumption and that the decision was come to on the basis of reports from two representatives from our organisation who stayed in Praha during the crisis, one (Fenn Laurson) passing through and the other (Ejnar Norretranders) as deputy head of the ESHD and deputy member of the EC. Both gave documented reports which were worked out mutually independent and which fully gave an account of the attitude of the secretariat as well as of their own. We must furthermore maintain that the reports were not private ones, but links of the functions of our representatives. To the assertion that our decision was hasty we must maintain that our proposal for a control commission was made even to avoid a hasty decision, and that the secretariat's immediate rejection of this proposal could only be understood as a preconceived judgment on the part of the secretariat neglecting the demands for thorough investigation. To the other accusation we must maintain that the decision was come to also on the basis of statements as regards the attitude of the secretariat as it differed from the point of view

- 18 -

of our own secretariat member and that the decision was not come to without regard to the function of the secretariat, but the different points of view were weighed with each other after which that of the secretariat was first rejected. As for the demand to have complete confidence in the investigations of the secretariat, we are of the opinion that we have pointed out in the above section of our report that in its work at the case in question the secretariat has gone seriously wrong, and this part of the accusation, too, must consequently be dropped as unjustified.

4. Concerning the third accusation we must maintain that certainly we attach greater importance fundamentally to practical help to students as those mentioned, for instance by way of relief activity than to the less effective method of sending out resolutions which are furthermore often characterized by such a terminology that it will necessarily be understood as representing special political opinions, but that we must simultaneously maintain the justice of explaining our attitude through resolutions when this is necessary like in the case in question, in which we have had to disclaim coresponsibility for an unconstitutional and politically one-sided attitude declaring just then and at once on the grounds of a broader interpretation of the idea of democracy that we are opponents of undemocratic methods wherever these are to be found, e.g. also in the cases when the IUS has demonstrated them through well-documented campaigns. And finally we must maintain as a reply to the fourth accusation that if our action means a danger for the effectivity of the work of the IUS we must disclaim the responsibility for this as it is even the attitude of the secretariat which has compelled us to undertake this action, the secretariat - as we have pointed out in the above - having brought the IUS activity into a one-sided, politically accentuated course and thus having itself violated the constitution and endangered the integrity of the IUS. From the same considerations we must categorically repudiate the insinuation that our action should be a deliberate attempt to split up and weaken the international student movement.

5. In this connection we find it reasonable - with regard to the explanation of our attitude - to oppose criticism from other part as well. In its council meeting in July, 1948 the British National Union of Students agreed (see document 13) to condemn the action of withdrawal from the IUS from the consideration that the proper procedure for student organisations who find themselves in disagreement on any issue with the Secretariat is to cooperate fully with the IUS on all other matters pending the discussion at the Summer Council. We have already pointed out that the attitude of the secretariat is inconsistent with the constitution and acts politically engaging and already with this we think to have given sufficient reasons for our decision to disclaim coresponsibility for the actions of the secretariat until the council meeting. At the same time we must indicate that we consider the attitude of the British National Union of Students inconsequent as it at the same partly expresses concern for the future of Czech students and criticism of the estimate of the student situation in Czechoslovakia made by the IUS, and partly condones the present activity of the secretariat.

6. As a further reason for our repudiation of the 'British NUS' condemnation we can point out that when the National Union of Students invites the IUS to continue its present policy of consideration of individual cases by attending trials of students and investigating individual expulsions it is not the present policy of the Secretariat as pointed out

in the present report as this activity was utterly insufficiently effected, and when finally the British NUS recommends that on any commission of investigation representatives of opposing points of view should be included this is the very procedure proposed already before by the National Union of Danish Students as the only effective to secure a justifiable examination of the situation of the students in Czechoslovakia (expulsions, trials, elections), but which was categorically rejected by the secretariat, this being even the last reason for our having to disclaim coresponsibility for the policy of the secretariat. In the above treatment of the criticism from the IUS and the British NUS we think that we have sufficiently clearly pointed out that the very decision to suspend membership was the only correct action by which we could at the same time fill our obligations to keep the constitution of the IUS and preserve the character of our organisation of an unpolitical, representative union of students.

#### VII. CONCLUSIONS WITH REGARD TO CONSTITUTION

1. In the above we have pointed out that the Czechoslovak student situation has been recounted by the IUS secretariat from a one-sided attitude with neglect of essential factors. It is a matter of fact that after the change the student organisations are being built up on the basis of a party political monopolisation and this to the advantage of a political section which was formerly in obvious minority. It is also a matter of fact that the changed student organisations preserve their position by fighting and suppressing tendencies of attempts to assert the points of view and interests of other parties, and not this only, but they are also suppressing circles which want only to do an active effort for the maintenance of the parliamentary system without therefore wanting to favour narrow party interests or being guilty of breaches of law, collaborationism or high treason as is maintained. We have documented that the suppression is effected by means of expulsions by which those who are not unconditionally following a party political line or at any rate passively tolerating its monopolisation are deprived of their right to study freely. And finally we have indicated that the students are forced into a disciplinary unification not only for fear of expulsions, but that there are also existing tendencies of grave infringements on the part of the authorities in the form of numerous arrests, the documentation of which we must, for the rest, do without for practical reasons. It is unsociable that the student situation in Czechoslovakia is characterized by political tension on account of unification by means of fear of reprisals.

2. This state of things including elements of fear is in our opinion sharply inconsistent with the decisions of the constitution which oblige the member organisations to abstain from political discrimination and secure to the students the right of free and adequate conditions of study under democratic forms. We have realized that there exist cases, too, which are indicative of undemocratic procedure in the former National Union of Students, thus for instance irregularities in the elections, but at the same time we must maintain that these irregularities in the organisations before the change did not cause a general state of things in which fear, unification and deprivation of freedom were a dominating factor, but that they were faults and defects to be corrected through parliamentary methods by statement of an officially documented criticism of the irregularities compelling those responsible to take the consequences of their actions. Irrespective of the former faults and irregularities, we cannot consider it a demo-



cratic progress that these irregularities are sought corrected through new infringements on the democratic system, through the accomplishment of a political discrimination. We find that the correct judgment of the Czechoslovak problem is not to excuse new infringements on the democracy and the constitution and to call them progress of democracy on the grounds that previously there were irregularities in the maintenance of democratic and constitutional principles and methods.

3. In this respect, too, the present student situation in Czechoslovakia is inconsistent with the IUS constitution as this decides (section V, clause b) that the member organisations are to be progressive, e.g. work sincerely and persistently for the realisation of democracy. The procedure described above to violate democratic principles and apply undemocratic methods on the pretext of others violations of the democracy is in no circumstances progressive, e.g. supporting the progress of Democracy. On the contrary it means that certain elements of the principles of democracy are selected, and at the expense of other democratic principles this selection is being forced through. We do not want to defend the irregularities which have previously occurred in the Czechoslovak NUS in the violation of the democracy, but on the contrary we want these irregularities to be examined and corrected with the application of democratic methods without new violations of these by a politically discriminatory selection of the principles and consequent narrowing of the conception of the idea of democracy. We have pointed out that in its treatment of the Czechoslovak case the IUS secretariat has expressly supported and advocated even the latter procedure, and with that has undertaken itself a selection of the democratic principles and a narrowing in the understanding of democracy without such an interpretation in the IUS constitution being warranted.

4. With this the IUS secretariat has made a choice between two interpretations of democracy and thus given a concrete basis of the criticism which has lately been directed towards the IUS. This criticism was, in the outline, to the effect that in its activity the IUS has engaged itself party politically in its criticizing through protests and interventions of undemocratic states of things exclusively in such countries where the state of things is asserted to have been provoked by other states subject to criticism from the Soviet Union whereas the IUS did not intervene in cases when the Soviet Union and other Eastern European countries are asserted to have committed infringements on democratic rights. Hitherto the National Union of Danish Students has realized the risk of a strong political domineering of the IUS activity, but at the same time it has repudiated criticism of the above character from the consideration that the students of the countries in question have not invited to intervention for their defence on the part of the IUS and moreover that so advanced democratic states of things had not existed previously in the countries mentioned as to allow the ascertainment of a decline of democracy rather than a progress through a comparison with the present states of things. As in the case of Czechoslovakia - as pointed out in the above - a decline of democracy can really be ascertained as previously a developed parliamentary system existed which is now done away with within the student world, the Danish NUS has had to consider the IUS treatment of this problem decisive of the judgment as regards the fact whether the criticism set forth of the IUS as being politically one-sided was correct or whether it could still be repudiated.

5. As it appears from the above, the National Union of Danish Students must ascertain that the IUS can justly be made the object of such a criticism.

45

tiscism which ascertains a one-sided judgment of the idea of democracy, and a consequent political attitude which is inconsistent with the IUS constitution as accepted by our organisation in 1946. We must therefore expect - from the consideration that the IUS has no competence to make a choice between two conceptions of democracy - that the membership of the IUS will correct the action of the secretariat as far as concerns the attitude to the action committees and the consequent underestimation of the political discrimination through expulsions and neglect of the opinions of the majority of students, and that the conditions of the former Czech NUS are being investigated in due way as the accusations advanced towards the USCsS and the SVS of their conditions before the change have not previously been submitted to council, and as their representatives have had no occasion to defend themselves. In our opinion only such a procedure will be in accordance with the IUS constitution and only such a procedure can preserve the IUS as an internationally representative organisation for cooperation and understanding among the students of the world in the interests of the piece and the democracy.

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## RESOLUTION OF MARCH 9th 1948, OF THE NATIONAL UNION OF DANISH STUDENTS.

The National Union of Danish Students has, on the basis of detailed reports from two of our representatives who were in Prague when recent events took place, and on the basis of official Czech documents which our representatives were able to procure, thoroughly discussed the actual position of students in Czechoslovakia, and wishes to make the following statement:

By far the greatest majority of the Danish students agrees on condemning the serious and alarming infringements on the democratic rights of the students through the take-over of the Student Union of Prague, and the National Union of Students by the action committees, and particularly the expulsions from the universities for political reasons which deprive a number of students of their lawful demand on being able to continue their studies freely.

Although the fact that the democratic character of the student organisations mentioned has been influenced by irregularities at the elections, and other irregular practices, seems to be substantiated, and although charges for collaboration with the Nazis can be raised against one of the former leading men among the students, we must state that the course of events is at direct variance with our conception of the democratic principles. We cannot admit the right of a group of students, the representative character of which has by no means been established, to carry through, by means of an assumption of power, changes in the organisatoric conditions of the students and to effect infringements on the students free right to study, but must demand that a change in the policy of an organisation results from a free statement of opinions by the members and that expulsions do not take place until a documentation of the charges and a careful investigation of the case by an impartial competent authority have proved that there are reasons for expulsions on account of offenses of a criminal, non-political character.

## RESOLUTION OF MARCH, 14th 1948 OF THE NATIONAL UNION OF DANISH STUDENTS

The National Union of Danish Students has since the war actively taken part in the creation of the International Union of Students (IUS) and has in the period after the creation given its full support to the work of uniting the democratic students of all countries in a successful cooperation within the framework of the IUS. It has always been our conception that the unity and solidarity of the students will contribute to peace and international understanding. We have given our sincere support to the principles embodied in the IUS constitution. We oppose the fascist and non-democratic methods and ideologies, wherever they may appear.

On the basis of reports from our representatives, who were in Prague when recent events took place, and of official Czech material as well as information from IUS we had the opportunity thoroughly to discuss the recent alteration in the students conditions in Czechoslovakia. Through its resolution of March 9th the National Union of Danish Students has notified its opinion on the interferences carried out against the students of Czechoslovakia. We have stated that the expulsions from the universities of students for political reasons and the action-committees take-over of the students organisations is absolutely inconsistent with our conception of democratic principles.

The attitude of the IUS Secretariat has forced us to take our whole relation to the IUS up for discussion. The IUS Secretariat has towards our representatives in Prague refused as well protest actions as the establishment of a control commission for the investigation of the work of the action-committees and in practice started cooperation in very important fields with the action-committees.

It is our definite conception that the IUS secretariat through this attitude has violated the IUS Constitution and principles and supported partisan political interests. The National Union of Czechoslovak Students is in spite of its irregularities a member organisation of IUS. If the IUS secretariat for a long time has considered the organisation non-democratic, which has been said, this matter should already previously have been placed before the Council. This having not happened we consider it the duty of the IUS to defend its member organisation. Moreover the IUS is in accordance with its constitution obliged to protest against the expulsions for political reasons which are in opposition to one of the aims of the IUS: to secure for all young people the right of higher education regardless of political conviction.

We consider an infringement of the democratic principles in the constitution in spite of representations from our representatives a so serious mistake that the National Union of Danish Students feels it necessary to renounce on co-responsibility for a policy contrary to the constitution. In conclusion from this we suspend our membership in the IUS with immediate power. This suspension will lead to a disaffiliation unless the Council after having heard our representatives explain our point of view, overrules the attitude of the secretariat in the latest developments in the conditions of Czechoslovak students.

The suspension involves that we until the council meeting can take no responsibility for IUS decisions nor make any arrangements in the name of the IUS.

It is with the deepest regret and after thorough consideration that we

Document 3.

## PROCLAMATION

of the action committee of the National Front of the students  
of Prague to all nationalistic students.

In the historical moment of our nation, when our united working people fight against a general attack of inner and international reaction, the young intellectuals cannot and will not stand outside of the struggle. It is not a party-political and local struggle, it is a decisive fight about the future of the nation between socialism and capitalism, between a democratic sovereignty of the people and the remnants of the exploiting classes.

Those who deserted from their places at a time when in the west a secret German army staff was created, at a time of the renewed threat of the Germans, have eliminated themselves from the army of work and progress. Seduced by the promises of foreign reaction, they were about to sell our nation to foreign imperialists and to establish in our country again the exploiting system, as their many attempts to return the nationalized enterprises to the hands of the capitalists prove.

But they have been mistaken. Just as on the 5th of May so today our working people have arisen, united, to defend their rights, arisen in a justified anger to give an overwhelming answer.

We, nationalistic students and young intellectuals, will not allow that the students be misused against their own interests by the agents of capitalism. We shall not allow to take the road back toward the previous system of exploitation. We have seen what the programme of our home reaction is: in the academic field the plan of Gottwald's government was not fulfilled due to the opposition of the retired ministers. The demands of the basic school law, the reforms of the institutions of higher learning and their purification from collaborators, as well as the legalising of the state scholarships were not, after two years of delay, fulfilled.

The promises given to the students by the reactionary block of Ransdorf were not fulfilled either. In the contrary we saw a complete moral, ideological and political failure of that group which was headed by the notorious national traitor, an active member of the Kuratorium, Ransdorf, who is being sued for illegal activities. Instead of constructive work, this clique excluded the slav students from faculty organisations, it was practising far-reaching deceptions with the votes and it has constantly violated the democratic rights.

Even sooner than the government, the students created a reactionary anti-popular block. Three months before the government crises the cooperation among students was rendered impossible by the rightist elements.

We, the nationalistic students, know this anti-students, anti-national and anti-popular politics and we refuse to accept it any more. That is why we, the representatives of the National front of all faculties, social democrats, communists, members of other parties, the non-organised, the underground workers, the representatives of the student sections of ROH and other organisations, as well as the representatives of the professors have met to create

an action committee of the national front of higher education  
as a body that unites all the positive, progressive

and democratic forces in the country.

4  
and a step like this. The suspension does not involve any alteration in our policy. We still give our wholehearted support to the democratic principles embodied in the IUS constitution. We do not want to contribute to any division of the international student cooperation but in the same way as we previously according to the IUS policy have disassociated ourselves from non-democratic methods, we must also do it in the present case, too.

We are firmly determined to continue our fight for the democratic principles in the IUS constitution but do not wish to be coresponsible for a policy contrary to our conception of democratic methods.

The program of the action committee is to ensure, with the cooperation of all working people, a realisation of all the tasks in the academic field, that were set in the plan of the Gotwald government and that were not fulfilled as yet:

1. The reform of the institution of higher learning in the direction of a rapprochement with the production and practical life, to insure the best scientific and existential presuppositions to the working intelligence.
2. A thorough purification of the institutions of higher learning from collaborators, who teach or study here, and a renewal of the activity of the honor court and a revision of its decisions.
3. A purification of the higher learning institutions from students and professors who oppose a people's democracy and the appointment of new professors from the ranks of progressive scientific workers so that the education of the youth would not be in the hands of those who hate our nation and try to destroy it.
4. To ensure the realization of the basic demands we ask a representation of the action committees of the National Front in the faculty assemblies and academic senates. The action committees of the National front will take care of the placement of the graduates in occupations.

In the spirit of the revolutionary Jan Hus the professor of the famous Karolinum, in the spirit of the tradition of students fight for progress in 1348, in the spirit of the students fight against the nazi occupants

we proclaim ourselves to be unified with our brothers the working people with workers, peasants and working intelligence. The demands set by the historical congress of factory committees on the 22nd of February 1948, show also the only road toward a happy future of the students and professors.

We call all nationalistic students and professors, all who feel members of one big family of the working people against the reactionary elements, all who are behind Gotwald's government without the reactionary ministers, and for further road towards socialism.

We are all soldiers of one big army of work and progress. In the present serious moment it is no more a question of superficial differences, it is a question of the future of the nation, of its independence, its fate. In this decisive moment nobody can remain neutral:

Long live the common road of the workers of hands and mind!

Long live the nationalistic National Front of Gotwald, of the workers, peasants, artisans and working intelligence!

Long live our alliance with our sister countries and the socialist USSR - the pillar of our independence.

Forward, not one step back!

For the action committee of the National front of higher education in Prague:

Signed: representatives of the Communist Party, social democratic party and others, above mentioned organisations, as well as professors.

## REPORT FROM STUDENT ACTION COMMITTEE MEETING, FEBRUARY 26th.

Chairman said the meeting was planned as a mobilization assembly, but since the building was already occupied by members of the action committee, the character of the meeting will be more that of a unified demonstration. The building had to be occupied to guard the students from reactionary forces.

First speaker was a worker who came with others to greet the assembly. Said that the task of the progressive students was not easy but the workers are going to support them. Workers need culture in factories and it is only the progressive students who can give it to them. Assurance of mutual support, sympathy etc.

Second speaker: Chairman of the SCM (Union of Czech Students). Said he was glad the "act of violence" already took place. There were not so many students present as he expected. But the barrier that the reactionary forces put between the students and the youth will be removed. Now the lead must be forever in the hands of the progressive students. Even now reactionary elements are active at the University. Therefore the new action committees must be militant organisations that will have discipline, absolute unity of ideology. There must be unity, not discussion of four parties. The studying youth must get away with reactionaries and they must do it in the next days.

Third speaker: Oleg Homola (Communist deputy) said this was the most beautiful day of our students life, even more so than the May days 1945. Now it means that the students are forever united with the working people. Reaction was mostly concentrated in the universities, now it is going to be wiped out. Today the action committee dismissed head-master Englis. All reactionary professors are going to leave. All reactionary students will be wiped out from the university register and will not be able to study any more. Ransdorf will be condemned by new peoples court.

The action committee of all faculties was formed. It has one national socialist and one peoples party delegate, but these are fully supporting the programme of the committee. The action committee nominated new leaders for the NUS, SVS and SSM (Administration of Student Property). The NUS became member of the SCM. The foreign students are now members of the faculty organisations and now they can study freely. An investigation of all professors and administrative staff and students in all faculties will follow. Students who were against the interest of the people and against Gottwalds government will be condemned by the action committee.

We wish a reform of University studies and new progressive professors and leaders so that the developments will be according to the slavonic political trend, and the graduates can be real leaders of the people. We call you to work under Zdenek Nejedly.

The chairman closed saying that he is giving the building in the hands of the progressive students action committee.

Many loud cheers for the SNB.



Document 5.

QUESTIONNAIRE OF THE CONTROL COMMISSION OF THE ACTION COMMITTEE OF  
THE NATIONAL FRONT AT THE LAW FACULTY.

1. name .....
2. date and place of birth .....
3. citizenship / before the war and during it /.....
4. nationality, religion.....
5. exact address .....
6. address of parents .....
7. nationality, citizenship, and employment of parents .....
8. high school, gymnasium, and maturity examination.....
9. how many semesters have you been at the law faculty .....
10. have you been registered at any other law faculty .....
11. what exams have you passed and when .....
12. were you active in politics before the war and how.....
13. where were you employed during the war ? .....
14. did you take part in the underground movement before 1.V.1945 ? ..
15. were you registered at a German or Hungarian university, when, why?
16. did you study at an enemy school, or at one under the influence  
of the Nazis or Fascists? .....
17. were you in touch with people who have left the republic since  
the February events? .....
18. did you write for the press or radio after 15.III.1939 ? .....
19. did you write for the press after 9.V.1945? For which? ...
20. were you a member of Vlakja, Kuratorium, or other similar  
political groups?
21. membership in organisations after 9.V.1945? .....
22. did you live in a kolej and in which one? .....
23. were you employed after 9.V.1945 and till when? .....
24. in what way were you active in public life after 9.V. 1945? ...
25. were you judged by a honorary court of SVS ? .....
26. did you take part in the February demonstration ? .....
27. did you sign the declaration against the Gottwald government? ..
28. were you arrested or investigated in connection with the February  
demonstrations ? .....

I affirm that these facts which I have stated above are correct, and  
I am aware that any untrue statement on my part will nullify all  
my examinations and that I will be subject not only to discipline  
action, but also to penal prosecution.

\_\_\_\_\_  
signature.

\_\_\_\_\_  
Colleague,

you are advised to appear in your interest with this questionnaire  
filled and eventually with personally at the law faculty for in-  
vestigation.

On the fourth of January 1947 Mr. Solle suggested that a resolution be sent to the presidium of the government expressing agreement with the government decision in the question of the membership of foreign students in faculty organisations. Against the resolution the following voted: Karel Sichrovsky, Nar. Soc. Oldrich Kriz, Nar. Soc. Vladimir Justl, KLA, Vera Eisensteinova, KLA, Jarmila Vanaskova, Nar. Soc., Ludmila Vankova, Nar. Soc. The only National Socialist to vote with the progressive students for government's decision was Vladimir Konias.

On the eighteenth of December 1947 Mr. Vinkler suggested that the committee of the faculty organisation ask the dean to expell immediately Mr. Louna, who in the course of the celebration of the Great October Revolution tore down a picture of General Stalin from the building of the High School in Jablonec. Mr. Louna was defended by the following: Karel Sichrovsky, Nar. Soc. Frantisek Elein, LKA, Oldrich Kriz, Nar. Soc. Vladimir Justl, KLA, Vera Eisensteinova, LKA, Jarmila Vanaskova, Nar. Soc. who had the case sent to the "Spr. s", i.e. to the courts of Minister of "justice" Drtina.

On the same day, Oldrich Kriz, Nar. Soc. suggested a resolution against Minister Kopecky, who had warned the students and the students representatives against the exclusion of foreign students from the life of student organisations, and against further attacks against the peoples democratic states.

By the resolution of the Action Committee of the National Front of the Philosophy Faculty, which dealt with the activities of the National Socialist and Peoples Party members of the faculty organisations and some other cases, the following were excluded from studies at all institutions of higher learning:

1. Jiri Vlasak, excluded for six semesters for articles in the educational part of Narodni Osvození, especially for the article against the foreign students and for the article in which he deprecates the speech of minister Kopecky to the students. By those articles Vlasak supported the policy of the former student leaders like Ransdorf, Renner and so on. Further he defended the reactionary policy of Dr. Stran-sky (minister of education) such as numerus clausus.
2. Vladimir Peska, Expelled unconditionally for four semesters and conditionally for a further four semesters, removed from his position as an assistant in the Slavonic Seminar, because as the so-called non-political chairman of the faculty organisation he agreed with the general activities of the National Socialists and Peoples Party by supporting the removal of the picture of Stalin and Marshal Tito, prevented the progressive students from participating in the faculty staff, and as in the case of Mr. Louna he was against just punishment, and he supported actively the resolution against minister Kopecky. Further he participated with full awareness of this purpose, in the anti-state demonstrations of 25. February as a member of the five-man delegation to the president. After February he spread untrue information in connection with the death of Jan Masaryk.
3. Karel Sichrovsky, penalty raised after consideration of all circumstances to four semesters.
4. Lubomir Vanek, penalty reduced after consideration of all circumstances, to two semesters.
5. Vera Eisensteinova, excluded for four semesters for voting against the foreign students and the government and for voting against Minister Kopecky. To give a better idea of her political and moral charac-

IIX.

ter we mention that already in 1938 she was a member of the class which the fascist Dr. Pelikan invited to the removal of the bust of Masaryk.

6. Eva Pavelkova, excluded for four semesters because during the visit of Marshall Tito she offended by her remarks the representative of an allied nation and that as the house-president of her kolej she refused to put out the national flag. In the February crisis she tried to organise mass listening to the BBC in order to disorient her environment. Further she signed a petition in favour of the collaborator Dr. Stejskal.

7. Vladimir Justl, excluded for three semesters for voting against the government, the foreign students, and minister Kopecky. As the press representative of his faculty organisation he refused to post clippings from the progressive press.

8. Oldrich Kriz, excluded for three semesters for voting against the government and the foreign students; for the formulation and submitting of the resolution against minister Kopecky.

9. Jarmila Vanaskova, excluded for three semesters and removed from her position as an assistant in the Slavonic Seminar, for voting against the government, the foreign students, and minister Kopecky, for her reactionary activity within the National Socialist student section, where she was vice-chairman.

10. Rudolf Kopcil, excluded for two semesters for his negative attitude toward the peoples democracy, manifested at his school in Brandys n/L. Apart from that, his case is submitted to the SVS because he was getting a scholarship of 1200 kcs per month without being entitled to it.

All the above mentioned manifested a negative attitude toward the peoples democracy in their official duties.

11. Ludmila Vankova, excluded conditionally till the end of her study. The penalty will become effective if from her further behaviour and activities the necessity for further proceedings is apparent. For voting against the government and the foreign students. However, in student union affairs she always supported progressive principles.

12. Expelled conditionally till the end of his studies for defending the pro-fascist Dr. Matousek. (Dr. Matousek was executed by the Germans). For voting against minister Kopecky. However, he maintained progressive views at all times in student matters, and administered exemplarily the financial and economic section of the faculty organisation.

Document 7.

International Union Of Students.  
Praha II Janalopletala 38 CSR.

Prague, 27th February 1948.

Urgent Communication of the IUS Secretariat.

Dear Friends,

As you must already be aware, the last two weeks have been the occasion for very significant developments in Czechoslovakia where the IUS has its headquarters, as a result of the unanimous decision of the World Students Congress of 1946. This decision was taken at that time as a gesture of confidence in the students of Czechoslovakia who had contributed so much to the creation of the IUS and in the democracy of the Czechoslovak state and people. We are aware that your interest will be directed towards the events of the last few days, and that you will be concerned to find out the true situation and its effect upon the work of the IUS.

We realise that you have read very unfavourable accounts of the situation and particularly with regard to the activities of the Czechoslovak students. We wish to assure you that the IUS secretariat is giving its serious consideration to these questions and is collecting as much information as possible as the basis for a precise and detailed report for the benefit of its member organisations. This report will be sent to you as soon as possible, that is to say, just as soon as the entire Secretariat is satisfied that it can present to you a complete statement as a guide for your work.

We wish to inform you, that in spite of all rumours to the contrary the whole Secretariat has continued to function quite normally throughout the whole period and has been in no way impeded in any of its activities. We are perfectly confident that this will continue to be the case.

We ask you to give this information to all your members and to await our further communication before considering any action. We appeal to you all to give your support and confidence to the Secretariat of the IUS at the present time.

for and on behalf of the  
International Union of Students

Josef Grohman  
President of the IUS

Thomas A. Madden  
Secretary of the IUS.

Document 8.

HB MB Nov 8.

## MINUTES

OF AN EXTRAORDINARY MEETING OF THE EXECUTIVE SECRETARIAT  
OF THE IUS

Saturday, 28th February, 1948, 4.20 p.m.

PRESENT: Mr. Grohman, Chairman Mr. Campos  
 Mr. Madden Mr. De Benedetti  
 Mr. Audeoud Mr. Slater  
 Mr. Braun  
 Mr. Wainfield Miss Marsalkova  
 Mr. Gugvona Miss Klimova  
 Mr. Smith Miss Benesova  
 Mr. Chien Mrs. Smith  
 Mr. Norretanders Miss Layot  
 Mr. Svercina Miss Trouvat  
 Mr. Laursen

The meeting was called to discuss IUS action with regard to recent events in Prague in so far as they concerned students.

Mr. Grohman announced that arrangements had been made for an IUS delegation to visit the Ministry, the wounded student and the student in prison. It would be possible later on to speak directly with the Minister of the Interior, Mr. Nosek. /He pointed out that many of the arrested students were under administrative punishments, that is to say they were detained for a nominal period of a few days in connection with minor offences which would not be recorded against them/. The composition of the delegation was discussed and it was agreed by the meeting that Mr. Grohman, Mr. Madden and Mr. Smith should visit the Ministry of the Interior.

On the general situation Mr. Smith presented a statement. He asked the meeting to remember the seriousness of the situation and its consequences for the IUS. He felt the meeting should discuss the suppression of the student demonstration, the dissolution of the Prague Union, the expulsion of students and professors, and the arrest of students which had taken place in the last few days. He insisted that the proposals which he was going to make were the only ones which would be acceptable to the students of his own country; however, he felt that they were in accordance with the spirit of the IUS as expressed at its Congress and Council. They were important most of all because students all over the world were waiting for an authoritative statement, and a clear lead from the IUS. He then proposed the following resolution to deal with the issue of the student demonstration.

The Executive Secretariat of the International Union of Students protests against the police action of Wednesday February 25th by which a peaceful demonstration of the students of Prague was forcibly suppressed by the police. The Executive Secretariat believes that the police could have maintained peace and order of Prague and protected the security of President Benes castle without suppressing this demonstration by means of beatings and driving the students, not to mention those students who were shot,

/although it is reliably reported that this shooting was accidental/. The Executive Secretariat demands that the officers who issued the order to suppress the demonstration be exposed and punished for this action.

Mr. Grohman suggested that it would be better to wait until after the meeting with the Ministry before deciding on any action. Mr. Smith insisted that the principle facts /the police action and the suppression of the demonstration/ were already known and these were sufficient ground upon which to act. He reported that it was necessary to act now as students were waiting for our decision. He pointed out that we had delayed so far and that for good reasons considering the absence of Mr. Grohman, but we had no excuse for waiting longer and he believed that our failure to act would itself imply a position in the case. Mr. Slater agreed with Mr. Grohman in postponing a decision. He suggested that the National Unions would be reasonable enough to wait a little longer and that in any case it was our duty to complete the picture of facts by going to the authorities, a thing that we would be doing in a few days time. We had never been accused in the past of making protests on the wrong side nor had we been accused of hasty action. It should be borne in mind that this, unlike many other actions, was by no means a clear issue. Mr. Campos asked why there was so much dramatic anguish about the Czech Union of Students. We were prepared to treat quite calmly news of death and exile in China, Greece and other countries, but in this case we were being asked to make a lesser incident a case for alarm. We should not make a final judgment until we had the whole picture. We had not yet penetrated the surface of the questions and we must realise that the incident was only part of the whole situation; we must consider what motives drove the National Socialist leaders to instigate the demonstration; only in the light of these two conclusions could we reach a judgment. Mr. Smith pointed out that there had never been any debate as to whether the IUS should protest at the suppression of a peaceful student demonstration. With regard to the origin of this demonstration, any objective observer would acknowledge that some of the participants were mainly spurred on by a desire to provoke; however it is equally true that many organisers or participants did so in the utmost sincerity. We were not there to discuss their motives or to agree with their point of view, but simply to state that the demonstration was suppressed and that students were beaten - that was all that mattered. Mr. Wainfield wished to support Messrs. Campos and Slater. He said that the IUS had never acted on the basis of single incidents, for in each case there has been a history of student activity of which the incident in question was but one further example. The IUS action of protest would be worthless unless it helped to strengthen the policy of democratic students. He urged the necessity to consider the whole position and went so far as to suggest that our final protest would be directed against the action of the irresponsible students who organised the demonstration. Mr. Madden said that on several occasions /for example in China, India and Vietnam/ the IUS had been very slow to take action on behalf of students. The reason in each case was at least partly due to a sense of responsibility. When action was taken it was taken on the basis of a total understanding of the situation not of one isolated incident. Now we had been appealed to on behalf of students acting in an undemocratic way. He said we were not accusing individual students of being vicious but at the same time he could not agree with Mr. Smith that the basis of the demonstration was not important. Sugyono pointed out that IUS action in the past was based on a history of the students concerned, when we knew that they were fighting for national liberation or for the democratic principles of the IUS. However in this case the position was by no means so clear; we cannot claim that this was an innocent



demonstration and we cannot ignore that there were other forces present besides those representing student interests. Before deciding upon an action we must know whether the students were working for democratic ends or whether they were working to provoke opposition to progress and democracy.

Mr. Smith stressed the point that a revolution had taken place, involving students, and that the majority of students were opposed to it. We had not so far taken action, but only because of the absence of Mr. Grohman. Mr. Norretranders pointed out that students had a right to demonstrate their opinion. Whatever else we take into consideration, the fact remains that a demonstration has been suppressed - that is the right to express an opinion has been suppressed and any resolution should be in the favour of that democratic right. He believed it was nonsense to suggest that protest might be in another direction. He felt that the majority would accept Mr. Smith's proposals though he did not wish to press it he felt that Mr. Smith was right in principle.

Returning to the general question of IUS investigation and the situation. Mr. Audeoud pointed out that we had not yet considered getting information on a. the original notice which called the meeting together, b. the report given to the meeting by Mr. Navratil and c. the case of the students from SPIX who had advised the students to disperse before the demonstration. At the same time he reminded Mr. Smith that he had agreed to await the return of Mr. Grohman and that investigations proposed were taking place as quickly as possible.

Mr. Braun suggested that in our investigations we should consider having an official witness from the so-called reactionary students.

Mr. Grohman then presented his point of view on the student question to the meeting. He said that it was difficult for him to speak being a Czech and absent at the time of the demonstration, but he would try to be as objective as possible. He asked Mr. Smith to remember first that this was not an innocent demonstration as some people had been led to believe; and second that it was impossible to take a single event out of its context during such a crisis. He pointed out that many people who were loudest in their defence of students rights at this time had been revealed as collaborationists and anti-democratic influences. He also pointed out that the leadership of the SVS was elected by bought votes and had since taken many actions which were opposed to the principles of the IUS. He recommended that no action be taken now in the absence of sufficient evidence to clarify the situation. He felt that Mr. Brown's point would be covered by the visit of the delegation to the students in prison.

Mr. Smith agreed to postpone action until all the facts were available and asked that the meeting consider the other questions which he had raised. Mr. Madden proposed the following programme:

1. Immediately steps be taken to collect the facts and to make a report.
2. All members of the Secretariat be asked to submit questions which they would like the Minister to answer.
3. Mr. Audeoud be asked to make a press release to the National Unions telling them of our meeting etc.  
/At this point a number of questions for the consideration of the delegation were submitted by members of the Secretariat/.

The meeting then turned to discuss the other issues raised by Mr. Smith. Mr. Smith said that it was clear enough that the Action Committees had occupied SVS, expelled the leadership and taken over the affairs of the Czech students. Mr. Wainfield pointed out that this was not the whole story. Action Committees are ubiquitous and have an all party representation. The activities of a student Action Committee cannot be considered in isolation.

Mr. Brown felt that it would be possible to reconcile the various points of view on the Action Committees by suspending action until close enquiries had been made at the Ministry of Education. Mr. Norretranders said that it was clear that SVS no longer existed. We had heard the critique of the organisation and its leadership, but he was surprised to discover that now three years after the war, crimes and acts of collaboration had suddenly been revealed. Why had the IUS not been informed and not taken action? If the facts about the SVS are not correct and it is a democratic organisation, we have a duty to perform. If it was an undemocratic organisation then we must be very careful in our future recognition of this or another Union. He supported Mr. Brown's proposals for an enquiry at the Ministry of Education.

Mr. Sugyono thought that the points of view could be reconciled. He said that we knew about the faults in the SVS, but had no power to investigate the Action Committees. Mr. Grohman attempted further to clarify the situation. He wished to stress three statements of fact,

1. That the Action Committees are merely a continuation of the National Committees legalised by the Kosice Agreement.
2. That the National Committees in 1945 accepted in principle the purging of fascist elements from the universities. These principles had not been applied up to now.
3. Professors who were formerly collaborators had even been allowed to sit as Chairman of the demasification committees.

The Action Committees were only trying to apply the principles which had already been accepted, and it was not necessary to make the investigation that Mr. Brown suggested. The Action Committees were following a legal line of action and were working in accordance with IUS principles.

Immediately after its formation the Central Student Action Committee passed a resolution of support for the IUS and accepted the following three points:

1. To admit all foreign students to equal rights in the universities.
2. To guarantee protective action against forces which were opposed to the IUS.
3. To ensure the payment of monies owed to the IUS since November 17th 1947.

Mr. Smith said he supported the expulsion of fascists and he deplored as much as anyone the former record of SVS. However, the proposals he wished to make were concerned with the relationship of the Action Committees to the Czech NUS. In challenging the authority of the Action Committees Mr. Smith acknowledges that he was defending the form of democratic organisation, because he felt that to respect such forms was the final guarantee of freedom and justice. In this case the form

was misused; the remedy was not to destroy it, but to seek improvements within the traditional framework.

Mr. Grohman pointed out that the Action Committees were merely provisional, and that the old form with Faculty elections would be retained. Mr. Smith replied that this did not alter the ground of his proposal. Mr. Grohman regretted that he fundamentally disagreed with Mr. Smith, he felt that the IUS could not interfere, but could only co-operate and help to restore the normal machinery.

Mr. Madden agreed and stressed that we had no authority to interfere in the Czech student affairs in this way. We had no need of investigation or control since the Czech students were represented on both our Executive Committee and Secretariat. Mr. Grohman's words had made quite clear the legality of the Action Committees. He proposed concretely that,

1. A press-release inform the member organisations of our investigations.
2. A communication be addressed to the Student Action Committee, welcoming their attitude to the IUS and hoping to see the emergence of a new and democratic student Union.

Mr. Smith wished to be recorded as opposed to these proposals. /Mr. Brown made a similar request, but later withdrew, as he felt it did not represent the view of his organisation/.

#### RESIGNATION OF DEPUTY VICE-PRESIDENT.

Mr. Smith presented his resignation to the meeting. He insisted that no personal reason had prompted him, but a conviction that he could no longer work in the Secretariat. He was willing to remain for a week in the ICD to settle affairs, and he was anxious to take part in the delegation. He did not believe war to be inevitable, or even likely, and he declared his intention to carry on his own way the work for a peaceful world solution.

Mr. Wainfield and Mr. Madden both regretted this decision. Mr. Wainfield felt that it implied a conviction in Mr. Smith's mind that war was inevitable. Mr. Madden felt it indicated a failure of the Secretariat and of Mr. Smith to do the job, and hoped the decision was partly from a realisation as to what could be done in the USA.

The question of the delegation to the Ministry of the Interior was raised. After some discussion it was agreed that Mr. Norretranders should be on the delegation together with Mr. Smith. The latter agreed to put his resignation into effect from March 10th 1948.

The meeting closed at 7.15 p.m.

/th. whole organisation. Similarly we had no power to investigate the the Action Committees.

Document 9.

a)

STUDINFOR INFORMATION SERVICE  
INTERNATIONAL UNION OF STUDENTS, PTAHA II, JANA OPLETALA 38 CSR

Praha, Feb. 29, 1948.

Special press communiqué - for complete circulation /No 1./

On Monday, March the 1st a delegation of the International Union of Students is to visit the Ministry of the Interior in Prague in order to pursue the enquiries which the IUS Secretariat is undertaking in regard to the recent student demonstration in this city.

The delegation has been informed that it will be able to make a complete enquiry into all aspects of recent events concerning the students: to visit the students who have been arrested, to meet the judge concerned with collecting evidence about those who are to be charged for their past activities, and to see this evidence. If necessary, the delegation will later meet the Minister himself.

The delegation will enquire into the orders received by the National Security Corp /SNB/ and will have complete liberty to make any requests.

The members of the delegation are:  
Josef Grohman, IUS President /Czechoslovakia/  
Tom Madden, IUS General Secretary /England/  
Jim Smith, IUS Vice-President, deputy /USA/

This same commission will later visit the Ministry of Education to seek precise information concerning the professors and students excluded from the Faculties, and all matters related to the students organisations and the future of education in this country.

Contrary to other reports circulated in the international press, only two students are to be tried under criminal law. The other students who were taken into custody are being held for a few days only on charges of disorderly conduct, a charge which will not be recorded against them, being of an administrative and not a criminal nature.

Concerning the reports of students hurt in the demonstration, official sources affirm that one student was hit by a passing car and that the student Behounck, of the Faculty of Agriculture, was unfortunately wounded in the leg by a bullet accidentally discharged. The IUS delegation is to visit the student.

End of the first communiqué.

XVI

STUDINFO INFORMATION SERVICE  
INTERNATIONAL UNION OF STUDENTS, PRAHA II, JANA OPLETALA 38 CSR

Praha, Febr. 29, 1948.

Special Press Communiqué -- for complete circulation /No. 2/

On Saturday, February the 28th, a special session of the IUS Secretariat was held, at which the IUS president, Joseph Grohman, reported on a meeting of the Central Students Action Committees which he had attended on the evening of the 27th. This meeting has taken the following decisions:

- 1) That in the future Czechoslovak students would give their whole-hearted support to the work of the IUS.
- 2) That immediately all foreign students would be accorded full rights in the Universities of this country and would be admitted to full participation in the student organisations which was not the case under the former leadership of the National Union.
- 3) That the sum of more than one million Czech crowns collected for the IUS Sanatorium during the relief campaign of November 1947 in Czechoslovakia would immediately be transferred to the IUS account, the NUS having previously refused this.
- 4) That the Central Action Committee considered that its activity was only provisional, pending fresh democratic elections among the university and high school students.
- 5) That the decisions taken by the student organisation on May the 2nd 1945 concerning the democratisation of education in Czechoslovakia would be carried out, in fulfilment of a student programme which the NUS had ignored.

These decisions relate to:

- A) The reform of higher education with regard to the needs of production and every day life in order to establish better scientific and material conditions for the intellectual worker.
  - B) The expulsion of collaborationists from the high schools where they have been permitted to study and teach till now.
- From now on, students will participate through their representatives in all professorial meetings, for example in the commissions for educational reform and the examinations boards.

The Executive Secretariat of the IUS took note of these decisions and thanked the Central Students Action Committee for its propositions concerning the IUS, in particular with regard to the admission of foreign students to full rights in the High Schools and student organisations. The Executive of the IUS had strongly protested against their exclusion during its meeting at the end of January, and the General Secretary of the IUS had carried this protest to a student meeting on this subject held in Prague on Monday, the 26th of January.

The Executive Secretariat welcomed the stated programme of the Student Action Committee and expressed its pleasure at the announcement that democratic elections would be held among the University students as quickly as possible in order to lead to the establishment of a democratic organisation representing the students.

END.

XVII

Document 10.

MEETING OF THE ORGANISING SECRETARIAT

Monday, March 1st, 1948, 5.00 p.m. /Cont. on March 2nd, 8.00 a.m.,  
2.30 p.m.

PRESENT: Mr. Grohman, Mr. Madden, Miss Marsalkova, Mr. Piero de  
Benedetti

AGENDA: Many additional points were added to the proposed agenda, which  
will be raised during the discussion.

1. FINANCES

IUS HOUSE: ETC. 1. IUS House It was decided that first of all, all  
efforts must be made in obtaining our  
house in Vojteska. If this proves impossible immediately, then  
negotiations should be continued with the SCM /and the Student Action  
Committee/ to obtain one floor in the old SCM house. In view of the  
changes in Czechoslovakia, Mr. Grohman reported that all the student  
and youth property /previous Administration of Student Property and  
SCM property/ will be administered together under one leadership.  
The IUS will be having its representative there as Mr. Grohman is  
member of the SCM Executive Committee also.  
It was agreed that in the beginning, we shall use the IUS House for  
living facilities for our members of the Secretariat and then con-  
tinue with transferring the offices over there.

2. Printery The SCM will now own its own printery. Mr. Grohman  
discussed this matter already with the people responsible  
and considerable facilities were promised to IUS for its publications.

3. Other activities in order to improve the general situation of the  
IUS:

In view of the changes in Czechoslovakia in the student move-  
ment which is going now to support by all means the IUS, the IUS  
should start immediately activities which would attract the stud-  
ents and bring them more closely together with the IUS.

It was suggested that:

- a/ members of the secretariat should enter in closer contact  
personally with the Czech students, by means of accepting  
their invitations to Socials etc.  
The Secretariat should ask the Czech students organising  
and inviting us to Socials to give us free admission.
- b/ Tours with speeches should be organised through Czechoslo-  
vakia to visit universities, schools etc.  
Ministry of Information should be contacted and asked for  
assistance in this matter.
- c/ Material for publications we issue in English should be  
given free to Czech student and youth organisations for  
publishing it in Czech. For this service, they should be  
asked to print for us free of charge the English issue, so  
that we can sell it very cheaply to our member organisations  
or to distribute it free.

For this purpose, steps should be made to employ necessary personnel  
in order to be able to do this job:



RETURNED TO SENDER

Bilag 2

NORSK STUDENTSA'FBAND

International Union of Students  
Jana Opletala 38  
Praha

March 11 1948

Dear friends.

In connection with the recent events in CSR and the attitude of the IUS secretariat towards these events, we feel it urgent to make the following statements:

1. According to the Constitution of the IUS it is the duty of the organisation to protest against such events as exclusions of czechoslovak students from the universities, action committees taking over the leadership of the student organisations etc.

We think of the following parts of the Constitution:

"The aims of the IUS shall be:....."

b) To secure for all young people the right and possibility of primary, secondary and higher education regardless of... political conviction.....

c) To promote among students an appreciation of the cultures of all people and the love of democracy and freedom.

i) .... to combat all forms of discrimination....."

2. As you will remember we have several times warned you against the pure political activities of the IUS ( see our letter of 3/12/47 etc.) As we have pointed out the political activity of the IUS is a great danger to the future of the organisation, but the danger is even greater if the activity is one-sided. We are therefore strongly against the recent decisions of the secretariat regarding the greetings to the actions committees etc. As you know the main accusation that come forth against the IUS in this country has been that the IUS is a partisan political organisation. It seems to us that the recent decisions of the secretariat may justify this view.

3. We are very astonished that we have not been informed of the fact that Bill Ellis has left his job as a Vicepresident of the IUS and that Jim Smith has left the secretariat as his deputy. In our opinion it was the simple duty of the secretariat to inform all member organisation about this very important event as soon as possible.

4. We have heard about the discussions between the members of the secretariat, and we think that it is very peculiar that nothing has been mentioned about this in your communiques of information, which have only contained detailed informations about Czechoslovak affairs but nothing about the attitude of the secretariat.

4/1

5. As you know the NUNS have not affiliated the IUS. We were just going to affiliate when we heard about the events in CSR. The Executive Comite of the NUNS decided to wait in order to get further informations. Afterwards the question has been carefully discussed, but we have to inform you that the Executive Comite of the NUNS in the present situation is not able to recommand affiliation. The final decision of affiliation or non-affiliation has not yet been taken and we think it is right to postpone this decision until the Council meeting has been held. But we think that it is our duty to inform you that almost every Norwegian student has demonstrated against the recent development in CSR, and that it will probably be impossible for the NUNS to continue to cooperate with the IUS if the Council agree with the secretariat that no protest should be made against the interference of the action comitees with the student organisation in CSR.

At last we want to stress that we are of course still willing to continue and very interested in international student co-operation, but this cooperation must be ebtirely non-partisan. The last decisions of the IUS secretariat has therefore been a great disappointment to us.

Yours sincerely

for and on behalf of the  
NATIONAL UNION OF THE NORWEGIAN STUDENTS

Finn Valeur  
President

Per Sevaldson  
Vice-President

Dag Bie  
General Secretary

Jon-Hjalmar Smith  
International Secretary

International Union of Students,  
Jana Opletala 38,  
Praha.

Ref. I/JHS/AR

File no. 3618.

We have received the "IUS report on recent events in C.S.R." We cannot see that the report contains very much that is new to us, and it has not, therefore, changed the view we take of the events to which it refers, nor invalidated the criticism of the activities of the secretariat which we expressed in our letter of 11th March last. As we are not able to verify the facts given, we are not going to enter into any discussion of the particulars of the report.

We want, however, to correct some references made to the NUNS and its relation to the IUS. As will be known, the National Union of Norwegian Students has not ratified the constitution of the IUS and consequently is not a member of the organisation. In spite of this, the IUS has several times entered the NUNS as a member in its publications. We have repeatedly called the attention of the IUS to this fact, and we are therefore somewhat surprised to read in the IUS report (p.26) that the NUNS has announced a suspension of its membership and possible retreat from the organisation owing to the activities of the secretariat. Not being a member of the organisation, the NUNS of course has made no such announcement. But the activities and the policy of the secretariat may determine the attitude we will be taking to the IUS in the future.

The most important thing to us, however, is that the report shows a conception of organisational democracy different from ours. We do not think that the use of illegal means is just able to attain any end. As we see it, a violation of any constitution made by one group, for instance elections fraud does not entitle another group to make a similar violation. Any organisation has certain rules of constitutional procedure which have to be followed of democracy is to be preserved.

In our opinion, any international student organisation disregarding these principles will be unable to work successfully towards the realization of the objectives defined by the IUS.

Yours sincerely

for and on behalf of the  
NATIONAL UNION OF NORWEGIAN STUDENTS

Finn Valeur  
President

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Jon-Hjalmar Smith  
International secretary

THE REPORT OF THE IUS SECRETARIAT OF THE CZECHOSLOVAK STUDENTSITUATIONIntroduction

During the month of February of this year, conditions and events in the Czechoslovak student movement suddenly received an intense interest and publicity in all parts of the world. The Secretariat has already put out several documents covering its provisional investigations and its attitude on various questions such as the student demonstration, which could be clarified in advance of a general report demanding prolonged observation.

At the Bucharest meeting of the Executive Committee, full Secretariat enquiries were not completed and the Executive Committee gave instructions to the Secretariat to issue as soon as possible a complete report and documentation covering the situation in the student movement before, during, and after the month of February. The Secretariat has since that time continued and completed its investigations before the Council and is today in a position to present full evidence on all questions which have been raised. It will be seen from the document itself that one or two investigations have still to be completed, since, for example, there are many appeals still to be heard by the Action Committees and Courts of Honour in individual cases where students wish to present evidence in favour of their continuing their studies.

This fact itself amply illustrates that the adoption of a position in relation to the February events before such a prolonged investigation could be completed would have been both injudicious and incorrect. It demonstrates also that there has been careful consideration of the cases of individual students, both by the responsible authorities and by the IUS in its investigations.

Past Actions of the Secretariat

The Secretariat wishes to make clear that it is aware of certain mistakes in the past and is the first to criticise these mistakes. In particular, the Secretariat is aware of the following errors:

1. Before the month of February, the Secretariat did very little to bring to the attention of the member organisations of IUS the situation which had arisen among the Czechoslovak students. In particular, the Secretariat did not do sufficient work on the question of discrimination against foreign students and to demonstrate the corrupt actions of certain student leaders.

- 2 -

Because of this error, students at the time of February were not able to understand in every case what had taken place or the reasons for the changes in the student movement. Had the Secretariat sufficiently defended the principles of the IUS Constitution in relation to the Czechoslovak student movement in the past, many of the later problems would not have arisen.

The Secretariat points out that certain actions were, however, undertaken which demonstrate that a long time before February it was aware of the situation and of its responsibilities. These actions were not sufficiently publicised among IUS members.

Already at the beginning of 1947 during the meeting of the IUS Executive Committee in Prague, an Executive member was sent to the Council of the Prague Union to explain the attitude of the IUS towards the discrimination against foreign students.

During the weeks previous to November 17th, 1947, officers of the Secretariat did their utmost to influence the student movement not to permit the misuse of the tradition of this day as is elaborated in the document.

At the January, 1948, Executive Committee meeting, the Secretariat was criticized by Executive Committee members for not having given sufficient attention to these problems and made the attitude of the IUS quite clear. In the report of this meeting to the member organizations, certain limited criticisms of the leadership of the Czech students movement were made, although there was no fundamental analysis of the causes of these failings.

On January 26th, the Secretary of the IUS went, on behalf of the Executive Committee, to address a meeting of protest organised by professors, students, and trade unions against malpractices and discrimination in the student organisations. Here the attitude of the IUS was made very clear and received considerable publicity in the national press.

All of these actions were taken before the February events. The final attack on the democratic procedures of the Czechoslovak national student organisation came at the end of January and beginning of February in the sessions of the Prague Union of Students and falsified elections took place. Members of the Secretariat were aware of these events but had not considered them officially when the days of the national crisis rapidly followed.

Thus, certain actions were taken but largely only internal actions in Czechoslovakia itself. This was a grave error and has undoubtedly led to some confusion. The motives for the failure of the Secretariat to denounce these occurrences were that it believed that this situation would be rectified very rapidly by the

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Czechoslovak students and people themselves and that if such a rectification did not take place, the matter could be presented as properly as it should before the IUS Council. It is important to point out that many Ministers and the majority of the Government itself had already given attention to these problems and in public statements had clarified that the situation would not be allowed to continue. It is understandable also that the Secretariat was reluctant to publicise such facts concerning a country where the students had greatly contributed to the main traditions which lie at the basis of the formation and aims of the IUS.

2. When the first main document on the February events was sent out, there was insufficient attention to the need for a very full documentation of all facts in reply to all possible questions and as a result of this not all member organisations felt themselves to be sufficiently well informed to accept the Secretariat's point of view. Plenty of documentation was available and had been studied and prepared for circulation. The Secretariat came to the conclusion that by making an over-long document, they might achieve very little, since the students would not so easily be able to study and read it. Again, it was felt that final statements were preferable to temporary judgments and certain issues further documentation was dependent upon further investigation so that an objective and faithful picture might be presented.

It is regrettable, also, that in this first document there was not sufficient attempt to find the correct tone in which to express what had happened. It undoubtedly arose out of the fact of ultimatums being presented to the Secretariat and out of the awareness of all representatives that in informing the students correctly, they would have to combat a great deal of lies and misinformation that the Secretariat spoke of what had happened rather as though it were on the defensive and not simply carrying out its duty to explain.

Further, in this document it must be remembered that the Secretariat was attempting to reply to an alternative set of propositions made by Mr. Smith. These propositions had already received a fairly wide publicity and provoked unquiet among certain IUS members. Thus the Secretariat had to concentrate on its duty to answer these propositions and make clear that they were incorrect and not on its proper job of investigation and reporting. However, the document which was sent out did make it quite clear that the Secretariat was right in refusing



- 3a -

the proposition of Mr. Smith for an immediate protest and deciding to investigate the whole matter as it then proceeded to do. Although Mr. Smith put forward his ultimatum, the Secretariat should have been confident that it did not need to defend itself against this position but just simply to make clear why it was wrong.

It will be seen that the Secretariat has fully carried out its duty and its decision at that time to investigate the situation fully on all issues and to report to the member organisations.

3. The Secretariat was itself confused on certain issues, and, as a result of this, did not explain certain events sufficiently clearly. This was the first experience of the Secretariat in handling such a matter, and it will be readily realised that the history of events cannot always be seen in perspective at the moment when it is still taking place. The Secretariat had to investigate and sift many rumours current at the time and in the largest measure was successful in this task. On the other hand, whereas very careful efforts were made to present a correct statement of fact, the Secretariat itself did not understand many of the details of the picture until more recently.

Notably in this respect, the Secretariat did not from the beginning make it sufficiently clear that the roles of the Action Committees and of the representative student organisations were separate and lay in different directions. On the other hand, the historical and traditional basis for the Action Committees was quite clearly and correctly shown. Nevertheless, because of lack of clarity on the first point, certain organisations drew the conclusion that the Secretariat had recognised a usurpation of the Executive, legal and representative powers of the representative student organisation by the Action Committees. The present report finally clarifies the distinct and separate roles of the NUS and of these bodies.

- 3 -

- 4 -

This points out again the need for careful study over a period and the incorrectness of reaching hasty conclusions. Even in a situation where the maximum possibilities exist for obtaining full information it is not always possible to achieve a complete accuracy while events are still going on and a confused impression at least of certain details remains possible.

The Executive Committee of the IUS in Bucharest drew attention to some of these weaknesses in the work of the Secretariat and every effort has been made to overcome them.

#### Secretariat Investigations.

On the basis of its decision to investigate the situation fully and report to member organisations the Secretariat undertook the following all-inclusive enquiries:

1. Immediate investigation of the student demonstration, of the arrests of students on this occasion and of the preparations for and circumstances of this event, police orders.
2. At the same time the question of arrests in general, of the possible wounding of students were taken up, trial charges.
3. Visits to the Ministries of Interior, Education, to the Courts of Honour and Action Committees, both when in session and for discussions upon their work.
4. Investigation of the precise charges against students and professors with regard to the possibility of expulsion. Detailed enquiries into the activities and role of former student leaders, especially with regard to any charges brought against them.
5. Discussions with the National Union of Students and faculty organisations concerning all aspects of the changes of their work.
6. Investigation of the programme of the NUS since February, of the new Constitution and Education Act. Of the new propositions for the improvement of study and the reform of curriculum.
7. Investigation of the situation in the country with regard to the possibility of education, before and after February, with particular regard to the relationship between the student organisations and the Ministries and with regard to the social origin of students.
8. Investigation of new plans for student welfare, cultural activities, the management of student property, unification of the youth and student movements etc.
9. Observation of all aspects of the student life since February in the residential colleges, in the Faculties, and through the student press.

- 5 -

10. Investigation of the minutes of meetings of the National Union, the University Unions, Faculty organisations and Party student organisations, before and after February.
11. Investigation of Governmental meetings on university questions before February.
12. Investigation of all charges related to financial corruption, misuse of funds, including party budgets for the student organisations.
13. Investigation of press reports bearing criticism of the situation in the Czechoslovak Universities.
14. Investigation of the charges made by exiled groups of students where these were related to student problems.
15. Investigation of the situation regarding student elections and the constitutional procedure established for the Czechoslovak NUS.

These investigations occupied the attention of the Secretariat and its individual members at all times since the month of February and at the same time every effort has been made to discharge this duty effectively and to maintain a high level of output with regard to the normal work of the Secretariat and the IUS, conduct of meetings, campaigns, information etc.

The work involved many visits to hospitals, a prison, to Ministries, to student headquarters, colleges etc. It may be said that the Secretariat spared no effort to provide the Council and the member organisations with ample and accurate information.

**Important note:**

It must be pointed out also that the members of the Secretariat individually and as a whole attempted to answer all enquiries which were sent to the IUS by individual students or by national organisations. Considering that several organisations have criticised the Secretariat it is interesting to note that these organisations did not make any practical propositions to this body or ask for any special enquiries which they would like to see pursued.

The Secretariat always welcomed individual enquiries from students in Czechoslovakia and always took up the case of any student who came with a complaint. These cases were always followed up very closely. At all times the Secretariat received a large amount of publicity for its actions through the Czechoslovak press so that it was well known by all students that the IUS was investigating the situation and that they could bring their cases to the notice of the IUS if they felt any justification in doing so. The fact that they did speaks for itself.

- 6 -

When an individual student in England sent to the Secretariat a newspaper cutting stating that all students had to sign a paper about their past political activities this was immediately followed up and the student received a satisfactory answer to his question that this was not correct. Similarly when the NUS in England demanded a clear statement on the question of university entry about which there had been some discussion in the newspaper, all possible evidence on this subject was assembled. Similarly when students abroad enquired about particular cases of which they knew something, the Secretariat established the facts about the students concerned.

#### Members of the Secretariat

The following persons were present in Prague during the course of the whole or part of the investigations:

Josef Grohman, President CSR  
T. Madden Secretary England  
P. de Penedetti, Deputy Treasurer, Italy  
A. Galvez, Deputy Spanish E.C. member  
Peter Chen, Chinese vice President deputy  
Vimla Bakaya, Deputy Indian E.C. member  
S. Peniazek, Deputy Polish E.C. member.

All of these were present for the whole time.

J. Smith, USA Vice-President, took part in all investigations to the time of his resignation on the 10th March. All of the facts concerning the first investigations were established in common with him. B. Norretranders, Deputy Danish E.C. member was present for the same period and was invited to the first visits to the Ministry of Interior, prisons and hospitals, but did not attend.

Working members of the Secretariat, D. Slater, English Editor World Student News, B. Wainfeld, AIMS, USA, head of MFB- Sugiono, head of BSFAC Indonesia, R. Audeoud, deputy head of PID Switzerland. E. Brown, head of EFB, Palestine, /Mr B rown was present up to June, all the otehrs for the whole period/

#### Departmental Tasks:

A. Wloscowski, technical travel organiser, France  
J. Wittlin, Assistant to CFTED, Poland, Mr. Wittlin is a national student representative.

Present during later stages: T. Lorincz, Hungary, head of membership commission, B. Bereanu, Rumania, acting head of ESHD, K. Tolhurst, deputy Australian Executive member, and Moira Cole, Australian technical colleges, were present since June. Mr. Tolhurst was in the final delegations to the Action Committee on North Korea. He also made his own independent enquiries on arrival.

At all times students from national organisations visiting Prague were assisted in making contacts and obtaining information themselves from official and other sources. As an example of this representatives of the NSA saw the Actions Committees functioning and visited the NUS to clarify the relation of their work to that of the Action Committee.

### Development of the IUS.

During the whole year and also since the month of February the work of the IUS has continued to develop and new member organisations have affiliated. Member organisations in all parts of the world have supported the Secretariat in its proposition to investigate the situation thoroughly and approved the first results of investigations.

The importance of the IUS to the students of the world has been seen very clearly in the context of these events. Press campaigns during and since the month of February dismayed students in many countries and doubtless but for the existence of the IUS the unity of the students in all parts of the world might have been threatened as a result of these. The importance which all accord to this unity is demonstrated by the way in which students have supported the IUS and decided to work as active members of the IUS in spite of minor disagreements. In other cases in spite of disagreement with the Secretariat member organisations have quite properly decided to await the Council meeting as a demonstration of their support for the IUS, as an expression of the unity of students in all parts of the world.

The work of the Secretariat in this respect had had to offset a great deal of misinformation and untruthful publicity and considering the limited means of publicity at the disposal of our organisation it is clear that the information sent out by the Secretariat has greatly helped to clarify the students and give them a proper basis for their consideration and policy.

At all times since February the Secretariat has given great attention to this central problem of cooperation. Delegates from the Secretariat have visited many countries and replied to the questions of students on this subject. These visits have in all cases confirmed the great desire of students to maintain their unity and have encouraged them to have faith in the IUS as the instrument of this unity.

The Secretariat appeals to the Council to recognise that it has worked in this way for the interests of all students, that it has done its utmost to provide them with a truthful account of the events considered in the succeeding documentation and requests that its shortcomings be pardoned.

### Conclusion of the IUS Secretariat:

Having completed all investigations to date with the exception of one student trials and the cases of appeal against expulsion to be heard during the next term the Secretariat reports to the member organisations that it has not in any case investigated found any basis for protest.

## D O C U M E N T A T I O N

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on the

Situation of Students in Czechoslovakia, Before, During and  
After the February Crisis

Results of the Secretariat Investigations up to the Council

## Contents:

- 1) Chronological calendar of main events
- 4) A short history
- 8) Structure of the Czechoslovak Student Movement
- 11) Division in the Student Movement
- 14) Life in a Student Hostel
- 16) The role of the National-Socialist Party
- 20) University protest meeting
- 22) Attempts to misuse the tradition  
of November 17th
- 25) Students in the demonstration
- 26) Role of the National Socialist Students
- 28) Electoral swindles
- 30) Action Committees
- 32) Reforms
- 35) Courts of Honour
- 39) Expulsion of students
- 40) Expulsion of professors
- 41) N.U.S. Since February
- 43) Constitution of May 9th.



Chronological Summary of Main Events.

showing the most important dates referred to in the report in their natural sequence.

28th October- Anniversary Day of the Czechoslovak Republic. In 1939, mass popular and student demonstrations leading up to the fatal wounding of Jan Oplegal.

17th November- International Student Day. In 1939, closing of the Czech Universities, execution of student leaders, mass arrests and imprisonments.

May 1945 - 5th to 9th- National Revolution in Prague and elsewhere. Later, return of the united Government with the Kosice Programme, established in the Slovak town of the same name. Also, Students Resistance Council programme adopted by the NUS.

17th November 1945 - Congress of International Students Day.

May 1946 - National Elections. 96% for the National Front Programme.

In the Cabinet reshuffle the Ministry of Education became a National Socialist post. Up to this time the parties worked on a basis of equality, although the left parties, Socialists and Communists had a greater following in the country. From the time of the elections the popular vote for each party determined its representation, number of offices.

The new Minister began to modify and revoke the denazification orders operative for the universities since the war.

Autumn 1946 - First division in the student elections in a small number of Faculties.

February 5th to 13th 1947 - IUS EC Meeting. First discussions of the rights of foreign students in the annual election meetings of the Faculty Associations and the Prague Union. Ahmed Sader, Deputy Indian E.C. member, sent to these meetings to express the IUS view-point.

17th November 1947. Attempt of Faculty Union and NUS to create an incident. No action of the NUS in support of international campaign of the day. Many students in spite of this respond to IUS call and make brigades independent of NUS.

18th to 24th 1948- IUS EC Meeting. Discussion of situation in CSR. Demand for action by member organisations on question of discrimination against foreign students and work in opposition to IUS principles.

26th January 1948. - Protest meeting against discriminatory policies of NUS and Ministry of Education- university professors political leaders, and representatives of every group of foreign students speak. Meeting organised by the Student section of the Trade Union Congress.   
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Addresses by Mr. Fierlinger and the Secretary of the IUS on behalf of the EC.

30th January - and days following- Corrupt elections in the Prague University Council.

Beginning of February, several dates - IUS Secretariat visited by various students groups desirous of cooperating in IUS work. Students Section of Trade Unions, supported by Student Christian Movement, Faculty organisations and foreign students, independently begin to build a cooperating committee to carry out IUS activities. Their first project, the celebration of 21st February for national independence in the colonial countries.

20th February - Resignation of Ministers of 2 Czech and one Slovak Party.

21st February - Meeting on the Old Town Square with Gottwald and other Ministers. Large student participation.

22nd to 24th February - Rumours in the student colleges about supposed arrests, police attacks etc. Many demonstrations of all parties, and all student political organisations. All demonstrations permitted and steered through traffic.

23rd February, night- National Socialist student procession to the Presidential Palace. Small delegation received by Dr. Benes.

24th February - Morning, poster in the colleges announces the demonstration. President orders all demonstrations to avoid the Castle hill while he discusses with Ministers.

Afternoon, NUS President resigns in connection with the demonstration, IUS Secretary and Organising Secretary visit the NUS for discussions, find no officers in charge.

Night, National Socialist Student Meeting on the Old Town Square prepares arrangements for the demonstration.

25th February - Gottwald visits Benes with proposition for new Cabinet.

12 noon, newspapers announce end of crisis. Acceptance by Benes of the new Government.

4 p.m. National demonstration and rejoining on Wenceslas Square. Important student contingent.

4. P.m. Student demonstration on the hill.

7. p.m. Students headquarters occupied. Large student groups take turns in controlling the building for 48 hours.

26th February- Public student meeting addressed by members of the Central Actions Committee for Prague.

27th February- Morning, information session for the IUS Secretariat addressed by youth and student officers, answering questions on the general and student situation.

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Afternoon, return of IUS President from SE Asia.

Evening, meeting of the Action Committee with IUS President attending in personal capacity. Message addressed to the IUS.

28th February. Morning, Mr. Smith informs officers of his intention to resign.

Afternoon, first full Secretariat discussion on the action to be undertaken. Mr. Smith makes his proposals, stating that they are a minimum demand. Secretariat decides to investigate and rejects immediate protest. Message of AC/to. Resignation of Smith. replied

4 p.m. on this day is also the final hour for making propositions for reform to the various Ministries through the ACs. From this time all propositions are investigated and approved through the regular channels, Ministries, legal agencies, Professorial Councils all of which have been functioning in any case throughout the period. This date line simply fixes a time for receiving new propositions for reform.

1st March- Visit to the Ministry of the Interior about the demonstration and arrests.  
Investigation of the basis for the trial of Uhl.

2nd March - visit to prison, hospitals, Checking on press accounts.

3rd March- Report to the delegation to the Secretariat. Comments. conclusions accepted by the whole Secretariat and commission, including Smith.

14th April - elections to Central Union.

30th April- Visit to the Ministry of Education for final check on the expulsion of professors.

1st July- Final visit to Action Committees and Courts of Honour in session.

6th July - Final discussions with the NUS EC.

The events leading up to November 17th, 1939, are sufficiently well-known not to require relating. Thousands of students during the war were sent as political prisoners to concentration camps joined the partisans in the Slovak up-rising or took part in the struggles to liberate the big towns all over the country. In this process, Approved For Release 2001/11/12 : CIA-RDP80-00922A000900010002-1

Other students escaped abroad to join one of the Czechoslovak brigades in England or the Soviet Union. Still others were sent to work camps in Germany, Austria, France and other countries. In general, these students, having experienced the hardest struggles of their people, the greatest persecution and the maximum opportunity for inter-party co-operation in the Resistance Movement or the prison camps, remained united after the war, forming the basis of the National Front in the student movement. Today they still support the re-constituted National Front, which they have understood from experience to be necessary for their country. Never since the war have they allowed party differences to come between them and interfere with their co-operation in the agreed program of the Czechoslovak people, which is also the programme for the Universities. However, there were others, less fortunate or less responsible, who enjoyed a different experience of the war time. The middle schools were still open, although they were, of course, centres for a systematic education of Czechoslovak youth in favour of Hitler Germany. The teaching of Czech history, culture and language was subordinated to German teaching.

Even the entry to the middle schools was controlled in an effective way by the Nazis. There was a social selection from the middle and upper classes for secondary schooling and considerable political supervision of the families from which the students were coming. In this way, the young people from Resistance families were excluded. Thus many of the middle school youth came from the families of open collaborators or to a larger extent from families whose attitude was one of passive resignation and acceptance.

The effect of this can be seen in the University community after the war. In spite of the fact that in post-war Czechoslovakia youth of all classes was encouraged to participate in higher education and more scholarships than ever before were given the youth of laboring families became even less well represented in the Universities than before the war. Before the war, they constituted 15% of University students, after the war, less than 3%.

Similarly, there was a great difference between the experience of those students who became political students and those who were sent to work camps abroad. This was a painful and hard experience, yet in certain camps it became also a demoralizing one. Students, separated at a very young age from their families and country, were herded together, received payment in the currency of the country where they were working and had no initiative to save or to think of the future. In their spare time, many acquired anti-social habits of gambling, drunkenness, and immorality. It is interesting to note that in his Christmas broadcast of 1946 President Benes referred particularly to this problem among the youth and students, and congratulated the Union of Czechoslovak Youth for its moral influence in combatting these social problems.

Thus it can be understood that not all who entered the Universities at the end of the war were like those heroic students of 1939 and of the resistance movement.

Students after the war

In May 1945, the united Czechoslovak Government, made up of the parties of the National Front, returned with the President to Czechoslovakia, and elaborated the Kosice Programme.

This programme ensured the possibility of education at all levels and to all classes, and established the unity of the youth movement and of the students with the rest of the youth. The Union of Czechoslovak Youth was established for the whole country, the Union of Students being a constituent of this body.

After the war, the Universities needed a new plan, the country needed new technicians, scientists, doctors and artists.

During the first 18 months after the war, the whole leadership of the student movement showed considerable evidence of being able to respond to this need. The students followed enthusiastically the lead of their resistance leaders. However, the purge in the Universities were improperly carried out, thus leading to those difficulties which arose in the Universities before February, provoking a crisis in the student movement as a part of the national crisis.

A further factor of enormous importance was that by the end of this period, most of the students who had participated in the war-time struggle had already qualified or were obliged to concentrate on finishing their studies as rapidly as possible, since they were older than the normal University students. The bulk of the remainder of the students were of course, those who had been able to receive education in the middle schools during the war time period.

At the end of the war, the students were so beloved of the people and education was held in so high an esteem that the Universities were thrown open to all who had in any way lost the chance to study during the occupation.

At the same time many of the best teachers were missing, in all sixty-five professors having been killed or having died in concentration camps during the occupation. The universities were damaged and materially dislocated. It was in this situation that the new plans for the Universities had to be put into effect: plans to place the Universities at the service of the people and to open them to all classes.

The situation for the students was a very favored one. For example, the workers sent gifts of money and gave services to support them in preparing the World Student Congresses of 1945 and 46. During the first two winters after the war when there was insufficient coal to student residential colleges and faculty buildings. Indeed, it was only as a result of this that the Universities were able to open for the Winter Term of 1945-46. During the summer months students worked voluntarily in the mines and railways, and in building and repairing wagons, houses, etc. In this they made a first contact with the workers and the peasants. This period was to be a period of new unity between the intellectual and manual workers.



The leadership of the student movement up to the end of 1946 came from those who had endured the difficult experiences of wartime. In the faculty organisations in the Central Union students elected the best of their wartime leaders without consideration of party on the basis of propositions from the united students national front. Thus, the first leadership after the war carried on the spirit and tradition of the students of 1939 and was a progressive leadership.

However, in the student movement that the conflict of opposition developing within the National Front began to make itself clear by the end of 1946. A political struggle by the leaders of the two non-socialist parties was carried into the student movement even down to the level of college administrative bodies and technical organisations such as the Administration of Student Property. It soon became clear that the effect of this policy was not to cause misunderstanding among the people who had given so much to the students but to cause them to despise the student movement for these activities undertaken by certain of the student groups.

During the next two years the factory workers more and more withdrew their support considering that the student movement was being used against their interest and the interests of the people.

Sections within the National Socialist and Peoples Parties concentrated on the student movement and found among that section of the students who were demoralized by their wartime experiences or by the education which they had received under the Germans a suitable instrument for their policy. These two parties devoted a large proportion of their Party budget to supporting their Student Secretariats and propaganda offices. It should be pointed out that it was in these two parties in particular that membership was increased in general by the admission of former Agrarians and members of other unpatriotic parties which were banned after the war. Both parties though small before the war had a patriotic record and a progressive program. Whereas, undoubtedly, all parties received a certain membership from those which were now prohibited it was only in these two parties that former Parliamentary leaders and experts of the reactionary pre-war parties attained leadership in the local or parliamentary groups.

## STRUCTURE OF THE CZECHOSLOVAK STUDENT MOVEMENT

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Students in Czechoslovakia are organized on a faculty, university, provincial and national basis. They are also members of the youth movement and of the trade unions.

In each faculty there exists a student association whose officers are elected by an annual plenary session of the members of the faculty organization. It is a voluntary matter for the students to join this association to participate in its annual meeting. The faculty associations are responsible for welfare and administrative work related to the students course of study. They organize a programme of student cultural activities and student propositions for academic reforms. The Association is responsible for inscribing the students in the faculty and providing them with their lecture cards and record books. Upon requesting to belong to the Faculty Association and paying the subscription fee the student receives a membership card which makes him a participant in the National Union and a member at the same time of the Union of Czechoslovak Youth and the Student Section of the Trade Union. At all times there are many students who have not been interested in the activities of the Associations and in particular up to the time of February many non-party students did not join because of the constant party debates and lack of real student work. Again in the elections not all members were usually present.

The collective leadership of the Faculty Associations makes up a Council for each one of the University cities, in Prague, Brno, Bratislava, Olomouc and Hradec Kralovy. These Councils consisting of responsible elected student officers directly elected on the Faculties remained right up to the time of February working bodies and maintained a good leadership. It is interesting to note that in Prague right up to this time the chairman of this Council elected by all the Faculty officers was a Communist student.

All of the Faculties participate as well in appointing delegates to the annual meeting of the University representative body, the High School Union. Such Unions exist on the regional basis for the provinces of Bohemia, Moravia and Slovakia and are situated in Prague, Brno, and Bratislava respectively.

The delegates to the annual meeting electing the SVS, or University Union, are appointed by the Faculty Executive Committees on a proportional basis. For every hundred members of a Faculty Association it has constitutionally the right to send one representative to this meeting. This is only on the basis of paying full members although each Faculty has the right to pay for 10% delegates more than those actually inscribed and having paid, a provision made for the poor students. It is notable that under this system of elections many of the Faculties where the National Socialist students were in a majority sent forward delegates to these meetings without considering the representation of the minority in the Faculty so that in the elections to the University Unions they achieved a disproportionate representation in comparison with their working strength, a fact which explains some of

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Union and the University Council where representation was more direct from one level to another and not in the hands of the majority on a particular Faculty.

The students have their own health service, clinics, medical staff, etc. All property related to student life, rest homes, summer camps, residential colleges, restaurants, are administered by a committee in which the student representatives have a majority voice, the committee including former student leaders for purposes of continuity and representatives of the administrative staff and the University.

In each college the governing body is a student self-governing organisation responsible for hospitality, lodging allocation of rooms, payment of bills, house discipline, entertainment and welfare.

An important factor in the apathy of many students towards these bodies was that students wishing to complete their studies and take up a job in the new Czechoslovakia became more and more disgusted with the introduction of party politics and opposition tactics even into the technical administration of the students lives and severed themselves from all participation in these activities.

The Central Union of Czechoslovak Students is composed of delegates appointed by an annual meeting of the University Unions.

It will be seen that the various organisations existing in the student world have separate functions. The Central Union is the nationally representative organisation concerned with student problems and is responsible for international representation. The Faculty Associations have a great amount of technical and administrative work quite apart from their representative role in the Faculty.

Students also belong to the Trade Union Movement so that the Student Section of the Trade Union is just as representative of the students as the National organisation. The difference is that it exists for other purposes particularly related to the protection of the syndical interests of students, their cooperation with the workers and advice on professional orientation. In this sector too the students continued to be represented by a united leadership.

The role of the National Front in the student movement must also be stressed. All of the above mentioned associations were responsible for student work in different spheres. The National Front consisting of representatives appointed by the student organisations of the various parties was responsible for any work related to deliberations on national policy or the carrying out of the program of 1945. The National Front among the students was called together whenever the Student representatives in any one of these centers could not reach agreement about their course of action and whenever the unity of this section of the population might be endangered over an important national or political issue which was related to the Kosice program and was regarded as being a matter of interest not only

- 10 -

to the students alone but of the whole community. The students in the National Front could consult their own parties which were members of the National Front of the whole country. It is important to point out that in the National Front were represented not only the political parties but important social organisations trade unions associations of political prisoners and partisans, etc. These bodies therefore, were superior organisms in all walks of life and similarly in the student movement, where the practice was accepted by the students themselves.

All of this is extremely important when considering the February events and in particular the role of the Action Committees.

### DIVISIONS IN THE STUDENT MOVEMENT

At the end of the war a united youth movement was established for the whole country. Already before the end of 1945 the National Socialist Party demanded that the youth should have party elections and political representation on this basis. The youth at this time were electing the best resistance leaders without consideration of parties. During the autumn of 1945 the NSP began to strengthen its influence in the scouting and athletic SOKOL movement in order to provide a basis for its work outside the progressive Union of Czechoslovak Youth. The National Socialists stressed the need for apolitical youth organisations. At the same time they attempted to establish strong and disciplined party groups among the students and youth.

In the early part of 1946 all National Socialist youth were called on to leave the Union of Czechoslovak youth and a party organisation was established. Later the Peoples Party followed suit. Many of the youth and students refused, including the President of the Prague Union and were forced to leave the party. This action was against the Kosice programme.

In the student movement directly the first division came after the summer of 1946. While the vast majority of the students were on brigades, the NSP organised party schools, attendance at which was stated to be a fulfilment of the obligation to work in the summer months. Here the tactics for the autumn elections were worked out. No other student group made any such preparation. When the term began it was found that on certain faculties the NSP and PP students had a common list instead of participating in the National Front list. Wherever this occurred the students of the other parties made a common list with non-party students. This happened particularly in Prague.

It was during these elections and during the later elections to the High School Union that the problem of foreign students representation was first raised. According to the Constitution of each faculty organisation all voluntary paying members could participate fully in all activities and be represented. Membership was open to all. A two-thirds majority of the students was needed to make any change in the Constitutions of these bodies. The student leaders of the NSP and PP wished to exclude foreign students from the right of membership and voting power although the Associations were concerned with student facilities and work for the students as members of the university community not of the national community.

One of the arguments used was that foreign students, coming largely as a result of governmental treaties with other countries, should not have an influence over national organisations. It has already been pointed out that it was the Students National Front, consisting of students of the country only, which was concerned to any political problems related to the universities. The representative bodies were university organisations intended to serve the students.

and satisfy the needs of all students in the universities. No consideration was given to the proposition to grant foreign students a single representative of their interests in each faculty body a proposition which would have ruled out completely the question of voting strength.

In this situation at the beginning of 1947, the IUS Executive sent Mr. Sader, deputy Indian Executive member who had been president of his own college Union while studying in England, to explain the practices in the democratic student movements in the world. Mr. Grohman also took part in the meetings when these questions were debated and as a leading representative of the students of Czechoslovakia pointed out the respect due to the non-discriminative principles of the IUS, especially from Czechoslovak students who had received the IUS headquarters on the basis of the high democratic tradition of their student movement in the past.

Many National Socialist students rose to oppose any discrimination, and the matter was referred to the student Secretariat of the Party, which issued a disciplinary order that all students must vote for the resolution to exclude foreign students, even against their conscience.

In the majority of cases, the 2/3 majority to change the faculty constitutions was not obtained, but during the course of the year, faculty organisations with a right-wing majority began to exclude foreign students in practice by refusing them admission or marking their cards in such a way that they could not participate actually in any meeting. Other faculties informed the IUS that in spite of the discussions they would continue to admit all foreign students to their organisation. During the year more students from Britain, America, France, Italy and other countries came to Czechoslovakia and some of these were admitted to faculty organisations which normally excluded students from Yugoslavia or Albania.

Thus from the time of the elections in 1946, certain sections of the leadership of the NUS struck at some of the basic principles of the IUS Constitution.

At the same time, the organisation did nothing to put into practice any of the IUS resolutions or to forward its principles, although the Czechoslovak delegation accepted all the decisions of the 1947 Council. Further, because of this problem of leadership, the NUS did nothing on behalf of the students of Czechoslovakia either to regard to their educational or economic problems. On the IUS Balkan Tour, the leading student was one of a Fascist group, expelled since February, and he, together with other members of the delegation took every opportunity to provoke and insult the students and people of the countries visited, thus bringing discredit on the whole IUS group. In Rome at the Christmas meeting, the leaders of the delegation from CSR made big profits on the Rome black market with dollars and pounds obtained in CSR a country where this currency is very scarce. Such was the inefficiency of NUS 1,000,000 francs was owed to the French University Travel Office, which, for a long time, the Czech NUS refused to recognize as a debt. In England, some of the students sent on work brigades had to be dismissed from the camps because of their inabilities to work and to co-operate.



- 13 -

Among the students, many of the remnants of Goebbels' propaganda could be heard, and since the end of last year it was known that a Fascist group was organising and arming. When the Greek Government brought the protest of the whole world by its bitter and cynical persecution and mass murder of Greek anti-Fascists, at a time when many IUS member organisations were protesting against these events, certain faculty leaders of the CSR NUS sent a message of congratulations to the Greek King and the Greek Government on their able "defense of democracy", as these students considered it.

Many of the students among this group spoke frequently of the desirability of war, hoping that this would bring to an end the socialist changes in CSR, assuring once again the privileges of the industrialists and propertied classes. In this respect it must be recalled that the IUS has never considered that the students should be privileged beyond their contribution to and the possibilities of their society.

By such actions and others to be recounted, some of the leadership did great discredit to the history of the CSR universities and to the students traditions. They wished to separate the students from the rest of youth and to oppose their interests to those of the rest of the people of CSR.

The example of one residential hostel will serve to illustrate the character and activities of some of the students responsible for corruption and discrimination in the student life. Conditions in this particular hostel are well known to members of the IUS staff since at one time the majority of male members of the staff were residing there. In this particular hostel the self-governing body had a majority of National Socialist students and the Administrator was also a member of this party.

Many cases of discrimination against foreign students and progressive Czech students occurred since December 1946. One Indian student with a Ministry certificate entitling him to a room was never allocated any permanent quarters and was forced to seek beds which were vacant in one room after another over a period of three months. Albanian students and a member of the IUS staff from Italy were forced to live in the basement, under extremely unhealthy conditions where no students were supposed to live. Other members of the staff were informed at the beginning of the winter term of 1947 that there was no room available for them, although they had certificates entitling them to a place. There was a deliberate policy to exclude all foreign students from the hostel and when the question of representation of the foreign students was raised a single representative for these students was appointed not by the students themselves but by the existing committee. He himself was by origin a Czech student.

The heads of the self-governing body insured for themselves the best single rooms, disregarding the regulations concerning seniority, difficulty of studies, sickness etc. Students from the Balkan countries were informed that they were not wanted and in particular some girl students from these countries were frequently visited by leaders of the committee who went only for the purpose of abusing their countries and informing them that they should get out.

At that time to attend a meeting of the self-governing body which was supposed to report each term to the students was an unusual experience in undemocratic practices. No known progressive student was allowed to make his voice heard. During a meeting in October 1947 a non-party student suggested that it was about time that the self-governing body began to attend to its proper functions and look after the student welfare. He pointed out that the sheets were not changed in three months and that in his whole period of residence his blankets had only been washed when he had taken the trouble to arrange this himself. He asked for more frequent baths, arranged at times convenient for those students who were seriously studying all day. He also proposed that more telephones for the use of the students were needed in the building. These very justified criticisms on an inefficient administration were taken by the self-governing body as being an attack upon the NSP Administrator. Indeed the effect of the students remarks had been to show that funds allocated for laundry and other purposes were not being spent so that the Administrator was economising at the students expense and nevertheless charging the students for every small service done, such as the issuing of ration cards each month which was a purely mechanical process, dependent upon

the receipt of a list of names at the local food office. Not a single one of the students' propositions received any attention.

Thefts of student property, gift parcels etc occurred without every receiving a proper investigation. The major activity of the self governing body consisted in organising from time to time dances which were extremely noisy and which were characterised by a great deal of drunkenness and immorality.

#### THE ROLE OF THE NATIONAL SOCIALIST PARTY IN THE MINISTRY OF EDUCATION

Immediately after the war, on the basis of the Kosice Programme, the aim was to give to all Czech youth the right and possibility to higher education. The intention was to make every student independent of the economic conditions of his own family and thus,

16

immediately after the war, stipends were given to all who wished to study and the universities were opened to all, except to those subject to de-Nazification procedures. There were serious problems of over-crowding, lack of teachers and accommodation and study equipment. There was the need to rectify the social injustice of war time, which had reduced immediately the students entering the universities from working families, from 15% pre-war to less than 3%.

Lectures and demonstrations were conducted in the largest halls and cinemas so that all could study who had a conscious application to this purpose. The student was an independent and a very favoured member of society.

After the elections of 1946, Dr. Stansky of the National Socialist Party became Minister of Education. He attempted to make the universities and the Ministry a strong-hold for the policies of his Party. Many of the concessions won by the students were lost and the programme of educational reforms was impeded.

With regard to scholarships, family income once again became the measure for the receipt of scholarships. The sums allocated were reduced and were insufficient in the case of poorer students. Scholarship candidates had to attain a higher standard in their results than any other students in order to continue receiving the grants. They had to obtain higher percentages than those requiring for passing a given exam.

Under this Minister, also, all the practices of the undemocratic student representatives were accepted and supported.

One of the first tasks after the war was to examine the record of all professors and students with regard to Fascist and collaborationist activities. Elected Courts of Honour were set up in each faculty, each Court being composed of an investigation commission compiling evidence for the Central University Court. The Central Court was composed of a professor of law and two student representatives from the representative organisation and the trade union. The courts worked in public, and all individuals under investigation could bring favourable witnesses and legal advisors. There was an appeal to the Minister of Education to reverse any decision of exclusion, but the Minister himself could not decide to exclude.

Under Minister Stransky, the work of the Courts of Honour, was immediately stopped, although 1,000 cases were still to be investigated. In the case of about 50 students and professors, the Minister immediately reversed previous decisions of the Courts of Honour.

It should be pointed out that the Courts of Honour were democratically elected and that the head of the Court in Prague was a Catholic medical student, a member of the Peoples party, who occupied the same position when the Court was revived in February 1948.

For students who have matriculated during the Fascist control of the middle schools, there were additional legal requirements, according to the denazification laws. All were required to take a period of study in Czech history, languages and culture, in order to make up in the deficiency of the teaching of these subjects under the Germans. This was intended to assure that all students in the universities had received a patriotic education. At the end of the period of study, the student must qualify again in these particular subjects.

Immediately on his accession to the Ministry, Dr. Stransky interrupted this process at a time when 3,000 students still needed to take the course and the qualifying examination.

In the faculties themselves, there was discrimination against younger professors of a socialist point of view. The Ministry upheld that in the universities a high academic level must be achieved and therefore demanded of all lecturers doctorates and other academic qualification which those who were young could not have achieved during the war, because of their work in the resistance or the closure of the universities. Many of them had already shown their great ability to teach in the first period after the war and were greatly appreciated by the students. Yet in this way they were excluded from important teaching posts, although in many cases their qualification was very high except in the limited sense of examinations or degrees obtained.

In the Ministry itself and in the university, all individuals appointed to high position came in general from the National Socialist Party.

Even before the war, the system of education suffered very much from the influences from the pre-Republican system of education under the Austrians. Quantity of knowledge rather than training of the mind and ability to use the knowledge acquired was stressed. The system was characterized by an infinite number of small tests which a student had to pass after studying certain text-books for a few weeks. The number of examinations of this character was even increased in many faculties under the Ministry of Stransky. Thus impossible difficulties were put in the way of students, particularly of the first year. This was done in order to reduce the number of students attending such popular courses such as that of the High Political School. An enormous number of qualifying tests which proved nothing but the student's ability to remember what he had read in the prescribed text-books were demanded in the first year as a means of excluding a large number of students.

In the pre-war period, students had to take both a State examination and then a more strict University examination, the Rigorosum thus repeating the examination on the same subject on two occasions with different professors. During the first post-war period, the students obtained the right of taking these examinations at intervals so that they could prepare better for each one. Under

Minister Stransky, students who came to take their examinations separately were not infrequently failed for this reason.

The Minister also wished to introduce the system of numerus clausus, thus limiting the entry to the faculties. At the same time as such policies were being considered, CSR still needed teachers, professional men and technicians to replace those killed during the war. For example the number of practicing doctors in Bohemia and Moravia was reduced to one-half the pre-war total by 1945, and at the time when Stransky was considering to introduce this system of restriction, there were still towns in the border regions where there was not a single resident doctor for a population of 4,000.

A great deal was spoken about university autonomy, but in fact this meant the very opposite of the protection of the interests of the people and an assistance to their intellectual development. It meant the separation of the universities from the new society. All of the old practices of the Austrian University hierarchy were carried on. Professorial chairs were still distributed either according to seniority alone or for social and family considerations. The young were excluded from the most important university seats. University autonomy meant the preservation of a closed society.

Nothing was done for the reform of primary and secondary education. There should have been introduced classes in citizenship instructing the young people about the basis of their state and constitution, informing them of the basic principles of the national economy and the new society. Nothing was done here nor to broaden the basis of participation in higher education by stimulating full participation in primary and secondary education of youth of all classes and giving special encouragement financially to the children of working families.

In spite of the fact that in 1946 there were 15 students applying to study purely academic subjects for every student entering a technical faculty connected with industrial development and production, nothing was done to orientate the University to serving the needs of the community.

In the Universities there was discrimination in certain faculties against known progressive students. Thus in the medical faculty students whose previous records had shown their very high capabilities suddenly began to fail examinations, while less qualified students were succeeding.

Just before February, members of the IUS Secretariat and Medical Faculty Bureau investigated this situation with particular reference to the claim of candidates that they had seen lists with marks against the names of students of the progressive parties. It can be demonstrated that in the Law Faculty on both collective and individual results there was an active discrimination on the same basis. Similarly in the Economics Faculty students who did not accept classical economics were often failed or had to seek to be examined by professors of their own point of view.



- 19 -

At the end of the war it was the purpose to establish closer relationships between students and professors. However, a great separation was maintained, the older professors clinging to their titles and official status. It was a serious matter for a student to address certain teachers with doctor or professor without employing his full Latin title.

Apart from the younger professors, relationships outside the lecture room and laboratory were non-existent.

The Association of the Ministry of Education with the discrimination against foreign students was clearly shown by the fact that during the period of Dr. Stransky the stipends for foreign students were reduced.

When the question of foreign students being excluded from the Faculty Associations was brought up before the Presidium of the Government there was a special meeting on this question on December 19th 1947/ The whole Government approved the decision of the District National Committee not to accept the new Constitutions of these organisations where the rights of foreign students were not accorded. The Government considered these discriminations to be in contradiction to the cultural treaties of Czechoslovakia in the Balkan countries and also the invitations extended by the government to students from such countries as England to study in the Charles University. By this time there were many American, English, French, Italian, Indonesian and Scandinavian students at the University, all of whom were affected by the decrees. The Minister of Education alone opposed the Government on this issue and he was commanded to investigate the situation and report. This he never did although right up to the time of the crisis this was one of the first points on the agenda at every meeting. On each occasion some excuse was presented. This statement is borne out by the official records of the meeting, which have been seen by members of the Secretariat.

The late Minister Jan Massaryk, after a visit of the President and Secretary of the IUS in the autumn of 1947 to his office agreed to take up these questions and from then on made himself the chief champion of the rights of foreign students to adequate stipends and fair representation at all future meetings.

The Ministry of Education during this period worked against the Kosice Programme in so far as this implied a wider social entry into the universities. As a result of its decrees, the poorer students were most threatened, and corrupt and reactionary students who should have been excluded from the university by the regulations concerning collaboration and fascist activity, were welcomed into the university. Thus the universities tended to become more and more the province of a single party, separated from the development of the nation.

- 20 -

UNIVERSITY PROTEST MEETING JANUARY 26th 1948.

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At this meeting the main speaker was Mr. Fierlinguer who in the course of his address stated that : "we act in the spirit of our best national tradition if we refuse any national or racial discrimination".

The Secretary of IUS, took a message to the meeting of which the following are some extracts:

" The International Union of Students has sent me to express to you its greetings and support for the purposes of your meeting. We join you in your protest against the exclusion of foreign students from the faculty organisations and other evidences of discrimination in the Czechoslovak Universities.

We have been aware of this problem ever since the time of the debates in the student organisations at the beginning of last year. And of course it is a problem which concerns us deeply. You may perhaps wonder why the IUS which exists to defend the rights of students and to further their interests has not made an open declaration previously on the subject. It is because we had faith that the exclusion of foreign students would not be permitted by the democratic people of Czechoslovakia.

The exclusion of foreign students from technical organisations which have no precise influence upon the political future of this country but which have a sphere of activity in relation to the welfare of all students studying at the university and to the improvement and democratisation of university life is based upon a partisan and discriminative principle. The students of Czechoslovakia are members of the IUS and must respect those clauses of the IUS Constitution which forbid them to exclude from their activities any student because of his race, colour, social status, religion or political creed.

The Czech NUS has accepted this Constitution and the IUS protest against the action of the members of this organisation who have defied the spirit of international student cooperation so far as to exclude fellow members of the IUS from their organisations.

The IUS members may well wonder why they confided their central organisation to a country in which some students do not follow the principle of IUS and even openly defy them.

In the experience of world student movement, there is no single other example of this kind of discrimination in any other member organisation of the IUS.

- 21 -

Some of the present generation of Czech students have turned away from the very best tradition of their own people and from the very best in their University tradition. They are forgetting that the whole student world thinks of the Czechoslovak students as the inheritors of the tradition of November 17th.

The IUS has every confidence that the Czechoslovak students will themselves ~~direct~~ correct these mistakes and in this way help us in our work of bringing about a close friendship and understanding between all the students of the world, working for a democratic university life and the maintenance of world peace.

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ATTEMPTS TO MISUSE THE TRADITION OF NOVEMBER 17TH  
EVENTS LEADING UP TO THE STUDENT DEMONSTRATION.

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It can clearly be demonstrated that the leadership of the National Socialist Party and its student section were, for a long time, trying to provoke the circumstances for a repetition of the events of November 17th, 1939, and so far as they wished to provoke some action against the students which could serve their propaganda.

In the month of February 1947 in the Faculty organisation of the students of mechanical engineering; it was decided to accord full voting rights to all foreign students. Even the National Socialist students in this faculty were in favour of inserting a clause into the Constitution specifically making this possible. At this point; the Party Secretary intervened to demand that the clause be not inserted in accordance with the National Socialist student policy. The District National Committee, the legal body which had to approve the Constitution of the organisation, refused to accept it without the inclusion of the clause; which had been democratically voted by the students. The National Socialist students would not accept this on Party instructions and called a new Council meeting to exclude the clause. Police permission for this meeting was not given, on the instructions of the District National Committee. Supported by the National Socialist Student organisation and certain leaders of this Party in the Central Union of Czechoslovak Students; the faculty organisation persisted in its policy and decided to call the Council meeting for November 17, 1947. At this time, the rumour was spread among the students that the police would be called upon to prevent the meeting from taking place. In this way it was hoped that precisely on November 17th new incidents might occur, superficially reminiscent of those of 1939.

At this time the IUS President and Secretary were very concerned with the possibility that the students would try to provoke an incident and so misuse the tradition of November 17th. Great efforts were made to alter the situation, but certain officers of the Central Union continued to support the meeting. It is clear that there could be no true comparison between the events of 1939 and anything which might happen on the basis of the students action in discriminating against their fellow members of IUS, making out of this the circumstances for a public provocation.

Eventually a compromise was achieved; as a result of which a meeting was permitted and it was promised that the Constitution would be amended according to the democratic decision of the students before the intervention of the leaders of the National Socialist Party.

During the meeting this was done. Foreign students were admitted to the gallery and were publicly informed that if they did not wish to stay there, they could go back home. Nevertheless, the police did not intervene; as certain of the students had hoped.

The Secretariat made no previous reference to these events since it seemed very undesirable to permit such an incident to discredit the tradition of November 17th and the high opinion that Czech students had retained in the eyes of the students of the world

It does show, however, that certain sections of the present generation of students did nothing but dis-service to these traditions, and that there were those who had a conscious desire to misuse the tradition for their own ends. What happened on the 25th of February in 1948 was the result of a long period of agitation among the students on the basis of this policy.

During the days previous to the demonstration of the 25th February 1948 there were several student demonstrations of the different political parties: A considerable student contingent participated in the meeting in the Old Town Square on the morning of Saturday February 21st, to hear the speeches of Gottwald and other leaders of the Communist Party concerning the resignation of the 12 ministers. Again on the day when the crisis came to an end with the establishment of the new government a very large contingent of students participated in the mass meeting on Wenceslas Square.

During the period between these days there were very frequently student processions of the two organised groups in the streets of the main party of the city.

On Monday February 23rd a contingent of students of the National Socialist Party paraded in the streets of Prague and was allowed to go to all parts of the city unimpeded. This procession went finally to the residence of President Benes at the Castle in Prague and the President himself received a small delegation of leaders; At this meeting he stated that the crisis was going to be solved in a parliamentary and democratic way. During the course of these days processions of the two student groups sometimes met in the streets but on no occasion was there any major incident between them. Although members of the police were on duty in all parts of the city to preserve order there was no clash at any time between the students and the police although on certain occasions the police directed the students away from the headquarters of the parties and prevented them from causing traffic obstructions by dividing the processions in order to allow the traffic to proceed.

Nevertheless during the whole of Monday and Tuesday, February 23rd and 24th wild rumours were spread in the student colleges asserting that processions had been broken up by the police and that they had attacked the students with fixed bayonets. One of the rumours declared that the police had broken up student processions with sub-machineguns. During these two days there were several occasions when students made deliberate attempts to provoke disorder. Several National Socialist students went on different occasions to Wenceslas Square and started crying slogans among the people already referring to the events of November 17th 1939 and repeating the rumours circulating in the colleges. Some of these students were taken into custody for splitting up members of the police force but in all cases were released with a caution. Thus it is clear that before the day of the main demonstration these students were already consciously attempting to prepare the way for some incident which would enable them to misuse the tradition of November 17th.

The main rumours which worried the average students who was not interested in the party advantage of any group related to the arrest of students. The idea was encouraged in all residential colleges that many students had been arrested without reason, without trial and imprisoned. So far as facts are concerned there was a warrant for the detention of Ransdorf leader of the National Socialist students and of Uhl. who was in fact questioned during these days but immediately released. During the next week he was arrested when fresh evidence was discovered against him on a charge of espionage. Ransdorf left the country without being detained.

Until the 25th the National Socialist worked only through demonstrations of students of their own party. At the same time by spreading such rumours as have been described they attempted to win a large a large number of students to support them on more wide issues. During these days they prepared the attempt to use the representative student organisation in order to make it appear that all students supported the National Socialist position.

With regard to the preparation of the meeting of the 25th, the posters and publicity which was given to this demonstration are evidence of a careful planning and co-ordination. This was not done by the Central Union of Czechoslovak students nor by the Prague Union of Students, neither of which held a meeting during the period of 10 days prior to these events. Individuals such as Ransdorf and Navratil, President of the Prague Union at that time played a leading part in the preparations. All the evidence points to the fact that this demonstration was organised by members of the National Socialist Party only.

On Tuesday 24th February the President of the Central Union, Mr. Ondrus a Slovak Democrat, resigned from his position, stating that the preparations for the meeting of the 25th were made without consultation of the organisation and that he disagreed with the use of the name of the NUS in relation to the demonstration.

On the evening of the 24th the last meeting of the National Socialist student organisation at this time took place in the Old Town Square and was addressed by National Socialist deputies, Lesak and Kragina. At the end of this meeting the details of the demonstration for the following day were announced and the leaders of the National Socialist student organisations went off with the deputies to prepare the next days demonstration.

Interviews with individual students who participated in the demonstration showed that a very large number of students had been drawn into it not on the basis of the political claims of the demonstration but because they were firmly convinced as a result of the rumours to which they had been subjected that some of their colleagues had been unjustly arrested and they therefore went along to ask for their release.



- 25 -

STUDENTS IN THE DEMONSTRATION  
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The student who was accidentally shot in the foot stated in an interview that he believed it was an accident. During the whole demonstration he heard only one shot and in the first few minutes he did not feel any pain. There was a great chaos. As a reason why he took part in the demonstration he stated : "I thought I went to demonstrate for justice. They told us in the hostel that many students were arrested without cause. ".

Among other demonstrating students the following reasons were given for their activity.

"We were told that the Republic is in danger. "

"We wanted to show our confidence in the President".

"We were told that Action Committees were going to be set up at Charles Square".

"There was a rumour in our Hostel that 7 students had been shot and were dying in the street Stepanka".

"We were told that all universities were to be closed . Among other students present who were there for such reason were a group of young students of the Middle School who were instructed by their teacher to go and join the demonstration. Some of these students had in a newspaper shop rather than join the procession because their fathers were workers.

**ROLE OF THE NATIONAL-SOCIALIST STUDENTS**  
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All of the following statements and quotations are based upon and abstracted directly from the minutes of meetings of the KANS, Academic Club of the National Socialist Party. Minutes of the 24/10/47.

Brother Pie stated that in the Architectural Faculty national socialist students had made an agreement with the Marxist parties in spite of the fact that this was prohibited by the Party Headquarters. He asked all present to discuss this question.

Brother Wagner proclaimed that this situation was insupportable because it was opposed to the pact with the KLA Clubs of People Party Students according to which the main task during faculty elections in the present year was to gain a 2/3 majority at the Annual Assembly of the Prague Union.

Brother Gallert suggested that the agreement might be broken on a formal pretext.

Brother Wagner stated that this was not possible because the leaders of the section of the club in the Architectural Faculty were left-wing elements.

Brother Jee then suggested that the leaders of KANS should entrust a few well-known opposition elements in the section with the task of breaking up the Annual Assembly. This suggestion was adopted unanimously.

At another meeting at the time when by the decision of the whole Government of the National Front changes were brought about in the leadership of the Slovak Democratic Party and the leaders were tried for conspiracy, the same section of the student club officially discussed the possibility of hiding some of the Slovak democrats and the same Mr. Pie asked the opinion of Mr. Krajcar Secretary of the party by telephone and then announced to the meeting the official consent of the party.

This was of course before February and at the same time the National Socialist Party was officially backing all the actions of the national front against the leading Slovak democrats.

At a further meeting where the minutes begin with a report on dishonesty on the part of several members of the group, one student pointed out that such things were very bad for the reputation of national socialists among the students.

- 27 -

To this one of the leading students in the whole national group, brother Chval replied that the national socialist students were so fanatical in support of their representative that they would not take any notice even if they had been in SS.

- 28 -

**ELECTORAL SWINDLES IN JANUARY**

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It has already been pointed out that in the January meeting of the Prague Union National Socialist and People's Party students in their attempt to gain complete control of their representative student organisation and in particular in order to attain a 2/3 majority so that they might change the Constitution of the faculty bodies, excluding foreign students in all and leaving the Trade Union and Youth Movements bought extra votes. This is clarified on the first report of the Secretariat.

This was done in several ways. Each faculty Association had the right to send one representative for every hundred inscribed and paying members of the Association. The Law Faculty sent representatives for 6,000 students instead of the 1,400 registered. Using the names of pre-war students and even the students who had died in the war. Fees were paid on behalf of these students and delegates of these two parties only were sent on their behalf.

In the Commercial Higher School the same means were used and in the Electrical and Engineering Faculty delegates were sent on behalf of the foreign students who were excluded.

From the minutes of this meeting it is clear that the Credentials Committee refused to recognise this procedure. There was a lengthy debate during which the students of the 2 parties responsible attempted to barter with the socialist and communist students offering them that they could increase their representation by 50% if they would admit the falsely appointed delegates. Although they knew that if they accepted this proposition they would have a strong enough representation to prevent a 2/3 majority to change the Constitution, the socialist and communist students refused this offer. Even National Socialist students protested at the attitude of their leaders in the meeting and declared their solidarity with the left-wing students, one national-socialist student stating that he did not agree with the buying of dead men.

Eril Ransdorf led the whole meeting from the point of view of students of the National-Socialist Party. At this meeting right at the very beginning students who belong to the organisation of November 17th arose to make a protest and proposed a resolution demanding that Ransdorf as a former member of the Kuratorium leave the meeting since he was not fit to represent the students. Although his supporters became very violent at this Ransdorf himself did not make any reply to this challenge.

- 29 -

Already previous to this the documentation on Ransdorf membership to the Kuratorium had been published in several newspapers.

#### FINANCIAL SWINDLES

The IUS Secretariat has seen copies of the original letter addressed by the leaders of the Law Faculty to the Prague Zivnostenska Bank as a result of which they obtained 100.000 crowns as a loan this sum being spent on the buying of votes in their elections.

The Secretariat has also seen letters of the Secretary of the National Socialist Student Club which demonstrates that party funds were also used in the student election.

THE HISTORY, STRUCTURE AND FUNCTIONS OF THE ACTION COMMITTEES  
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A) History and relationship to the students

1) At Kosice in 1945 the Czech Government which had been in exile and responsible leaders formed a National Front Government and adopted a programme which all parties are reading. This programme was accepted by the vote of 96% of the Czech people in 1946.

2) There were four parties in this National Front. The People's Party, National Socialist Party, Social-Democratic party, and Communist Party. Parties with a history of collaboration were outlawed.

3) National Front Committees were formed in all sections of the Czechoslovak community, in the villages, factories and unions universities etc. Their functions was to act as guardians to the Kosice programme

4) In the universities, National Front Committees were formed, in the faculties, and as over-all committees in each University.

5) These Committees in the Faculties and local Unions were elected by students and professors who were members of the four political parties. Each party elects its own delegates to the Committee at the plenary sessions of its members. In addition, in the universities the student section of the Fighters for freedom, and organisation of the most active members of the war-time resistance forces and partisans, is separately represented at these Committees. Its student section is called "The organisation of November 17th".

6) Delegates from each group represented on the Committee are subject to recall by members of their group. During the February crisis a number of delegates was recalled. New delegates elected at the plenary sessions of members of each party group made up the Action Committees.

B) Functions.

1) To coordinate the activities of the Universities with the national plan as determined by the National Front Government, and specially in relation to the planning of courses and cultural activity in the Republic.

2) To be a meeting ground for all sections to discuss legislation and government policy affecting the University.



- 31 -

3 ) to facilitate the work of students unions by suggesting compromise solutions where political and other division threaten and hamper the work of Unions or the implementation of national plans. In National Front containing many diverse political elements some machinery for settling differences is necessary.

4) Action Committees are not executive or policy-making bodies but are advisory and conciliatory, giving help and stimulation to the work of student unions and the work generally of the University.

The above brief resume is taken from a report of Mr. Tollhurst after conversation with the leaders of the Czechoslovak NUS in the presence of two members of the NSA team.

REFORMS AND ACTIONS COMMITTEES  
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From Wednesday 25th of February when the Students Action Committee began their work and for the rest of the week there was a great activity among the students and in the faculties preparing new plans and suggestions. 4 p.m. on Saturday 28th was fixed as the date-line for receiving all recommendations on suggested reforms in the Ministries or by the Professorial Councils of each Faculty which continued to function normally. This was a period for the students of serious consideration of all aspects of university education as the basis for their suggestions to the Ministry or the Professorial Board. During this time, few of the hundreds of students who were engaged in this work took any rest at all and many of them were at work without sleep from 48 to 72 hours.

It may be imagined from reports circulated concerning the changes in the Czechoslovak universities that the only activities of the Action Committees related to suggestions to exclude professors or students who, according to the false reports, were regarded simply as being politically undesirable or stated to be simply people of a right wing point of view or belonging to the one of right-wing parties.

While the normal organs of the University, especially the Professorial Councils, continued to function, in many of the faculties and colleges the Action Committees were able to establish a very broad basis for their work since practically all professors and students were solidly behind the post-war programme of the country. This work went on not only in the faculties and universities but in the students residential colleges.

In a large number of faculties leading professors who belong to no party or any one of the national front parties were at the head of Faculty Action Committee. In many faculties indeed there were very few left-wing professors so that the majority of the Professorial Staff taking part in the work came from the membership of the 2 non-socialist parties. In the Residential Colleges members of the working staff also supported the Action Committees which were concerned with ~~xxxx~~ all hostel problem.

A number of incidents illustrate the character of work undertaken. In the Medical Faculty during the very first week students of the last year of study who had previously taken no interest in the student organisations came to work for the Action Committees, stating that previously many of the organisations had been only concerned with making party politics, whereas the action Committees were considering important problems for the students, for their life and study.

- 33 -

As a result of the propositions of the Action Committees in the Colleges, the students self governing bodies were able to do a great deal to improve facilities. A greater interest was taken in insuring that the rules related to the allocation of rooms were observed. Thus senior students, sick students and those preparing difficult examinations were given priority in the allocation of single and double room, some of the rooms having 4 students living together. In the student restaurant there was a cut of 20% in all prices and the service became more efficient. More frequent supplies of hot water were insured in the colleges and a greater interest was taken in the welfare problems of all students residence.

In one college <sup>where</sup> 12 students were living in air-less basement through which passed water-pipes and electric cables, these students were the first to be moved into new rooms and the basement was closed for the lodging of any students. Previously foreign students had been lodged in this room in spite of a college rule that no students should be more than 4 in one room.

During the same week a considerable number of hotels which were used mainly by a nighttime clientele of travellers, prostitutes, etc. were nationalised and at the proposition of the University Action Committee, 9 of them were immediately given over to the regularly constituted Administration of Student Property to be turned into Student Colleges under the direction of NUS.

The Action Committees devoted an important part of their time to the consideration of proposition for university reform. Arising out of this, it was recommended during the week and immediately approved by the university that in future students would participate in the University Senate, in all professorial meetings in the Commission for Education Reforms and at meetings of Examination Boards. Students are today appointed to these places by their own organisations.

In Individual faculties, the students of the Action Committees gave attention to the reform of studies according to the wishes of the students. In the architectural faculty the students decided on Friday February 27th that they would like in the future to have classes in regional planning which they had not been taught up to that time. In order for this suggestion to be received in time before 4 o'clock on Saturday afternoon a great deal of work had to be done. During those hours, the students found a leading architect not previously associated with the university who was an expert in this subject and he stated that he was willing to give up part of his time to teach it. They then approached the Council of Professors which was in session and pushed forward their proposition.

When the professors pointed out that no one on the staff was free to teach this subject the students proposed the name of the new teacher. The Council responded to their enthusiasm by voting to accept this subject in the programme of studies and by nominating the new teachers at once. A letter to the Ministry was typed and signed in the meeting so that the students could present it before the date-line.

In some faculties the students obtained from their professors support for the appointment of young teachers as assistants to the faculty staff, sometimes in cases where their qualifications had already merited this reward for a long time.

In a residential college for Catholic Theological students the Action Committee freed the students from many regulations. Students for the first time were permitted to receive female guests in the college. Previously the college had been run on strong disciplinary and authoritarian lines. From this time onwards attendance at early morning service was no longer obligatory. The students further took charge of the organisation of the canteen and began to take part in the management of their own affairs.

After Saturday 28th, all of these propositions had to be considered and passed through the normal channels. The same is true concerning professors and students suggested for expulsion during this period. It was not until the end of the month of July that complete investigation were completed.

It is further clear from the kind of activity which is being described that the Action Committee did not usurp the normal function of the student representative organisation but worked on entirely different ~~ix~~ and separate line. At no time were they to be regarded as assuming executive functions or rights of representation on behalf of the elected representative bodies.

- 35 -

# THE UNIVERSITY COURTS OF HONOURS IN SESSION

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Members of the IUS Secretariat had the opportunity to observe the courts at work. The following account is written concerning one particular and typical session of the Prague Court. The report is by Mr. Tollhurst who made his own personal investigation after reaching Prague from Australia.

"On Thursday July the 1st I attended a session of the Prague Court of Honour. The session began at 5 p.m. and ended at 10 p.m. I attended from 8.15 to 10 p.m. arriving during the hurry of the fourth case of the day. Mr. Grohman and an interpreter were present later Mr. Birenbaum of the USNSA team arrived and later still, Mr. West, an American student whom I do not know.

with

The session was held in a small room about 20 by 10 feet in size. The 3 members of the court set behind a large office table and the student in each case sits opposite them in front of the table. There was an usher, a student, also present. The proceedings were quite informal and rather around a table discussion. We sat at the side and a running translation of all evidence questions and discussions was given in English. The three members of the Court were the president, a student, a professor and a representative of the Trades-Unions.

The three central courts were set up when Czechoslovakia was liberated from the Nazis in 1945. There is a court in each faculty which reviews all students charged under the jurisdiction of the court. These faculty courts send to the Central Courts cases in which there is any doubt. During the war each application for study in the Nazi controlled universities had to be accompanied by a signed note of full acceptance of the Nazi ideology aims and methods. The Germans left in Czechoslovakia full lists and files of applications which are now in the hands of the Courts.

In the past of 843 cases heard in the Prague Court, 77 students were expelled, 248 suspended for one or more terms and the rest cleared unconditionally. 540 were left to be heard by the Prague Court when this session began. All hearings of the Court are open to the public. The Courts can give one of 3 decisions.

- 1) Exclusion from all Czechoslovak Universities
- 2) Suspension from 1 or more terms
- 3) Admission to study without penalty

A certificate setting up the decision of the court was given to each student. After the evidence has been taken, questions asked etc., the student retires while the court discusses his case. This discussion is public and the decisions are usually given on the spot.

After the decision is announced the student can always bring forward new evidence and demand a fresh hearing if he is not satisfied. Every case is reviewed by the Ministry of Education, whose only power is to reduce the sentence of the Court.

This is the bare skeleton outline of the courts and their work and can be amplified factually by reference to previous statements of the IUS Secretariat which I have examined and found to be accurate on this question.

I heard a total of 5 cases. Here are brief details. I have given no names since I feel that these students are entitled to be protected from unnecessary publicity.

Case No. 1  
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This student stated that he had fled from Czechoslovakia to Austria where he had been hiding from the Gestapo. He became sick and had to report for treatment so to cover up he applied for medical course in a German university. He said his aim was to get back to Czechoslovakia. This succeeded in doing and again he went into hiding. He stated that in this period he had helped an American paratrooper to escape and had committed several acts of sabotage against the Germans. He produced documents to support this statement. Finally he pointed out that he had not at that time the proper qualifications to begin a medical course so that his application was never serious or bona fide. After a brief discussion the court gave him a complete clearance.

Case No. 2  
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A student in uniform doing a short period of military training which he said would end in October 1948. He explained his application to study in Germany as being a choice between going to a German University and working in a slave labour camp. He chose the former and gave evidence too of sabotage activities against the Germans during the war period. His story was not very convincing and it came out too that he had been a member of the FURIA TORIUM, a Nazi youth organisation in occupied Czechoslovakia, which was under the direct control of Herr Frank. However this student had already qualified for graduation from the Prague University in the last few weeks so that the Court after some discussion announced that he would not be permitted to receive his graduation certificate until October. The student grinned very broadly and said that that suited him very well. I think he expected much worse.

Case No. 3  
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This student had already graduated from Prague University



and had been given his certificate. Some evidence had been heard before this came out. It seemed to me unfavourable to the student but the court after a brisk discussion decided that they would accept the status quo and he was given a clearance. In explanation of this case, a student who is listed to come before the court is not normally given a certificate before being cleared by the Court, but here some mistake must have been made, / the court was not willing to take any retrospective action. and

Case No. 4  
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A young Moravian student from a peasant family who submitted written evidence in his favour, which however lacked a stamp of certification of genuine/<sup>ness</sup> from the National Front Committee. This certification is given on checking up statements made by other person and is submitted as evidence. It is usually a matter of routine. He was told to have his evidence, mostly testimonial from peasants and workers in his district, stamped and his case will be heard at a later sitting.

Case No. 5  
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This was really interesting. After submitting his written evidence, letter, certificates etc. this student produced a membership card of the Communist Party. This was carefully scrutinized by the Court and rejected as not being relevant evidence. This Communist Party membership dated from 1945. His oral evidence and the reasons he gave for applying to study in a Nazi university were quite weak. The court decided against him and announced their intention to suspend him from the studying for a period. Before the period was specified he began to argue vehemently and stated that he could produce witnesses to testify that he had committed acts of sabotage against the Germans during the war. The Court granted him the right to call witnesses and held over their decision until a later hearing.

I questioned the president about this case afterwards and/<sup>he said</sup> that the court was interested only in proper and relevant evidence and confined its intentions to the actions of students during the occupation period. He added that this student's Communist Party membership meant nothing in itself nor did any activities in the post - 1945 period. He added that the type of evidence this student proposed to bring was only mitigation of what he had done in collaborating with the Nazis.

We spent 1 and half hours in discussion with the members of the court after the session. The President of the Court was keen to know our impressions. Mr. Birnbaum congratulated him on the speed and firmness with which the court conducted its business.

Later Mr. West in a much longer statement emphasized that he was going away with a much better understanding of a process which was not fully understood by many Americans but would seem the logical result of Nazi occupation.

My own impressions are quite clear.

1) The Court was firm but **friendly**. There was no intimidation or blustering, merely a clear determination to arrive as near as possible to the truth.

2) My opinion is that much of the evidence excepted in favour of the students would not be accepted under the rules of evidence in a normal court of law.

3) Evidence against the student was all ways **prima facie**, such as a signed application to enter a Nazi University. To illustrate we were shown the evidence in a case taken before I arrived. This student had been a communist for many years and was active in resistance movement. He had been instructed by the Resistance leaders to apply to go to a German university so as to escape the Gestapo. However he was later caught and spent the years 1943-45 in 3 Gestapo prisons. Despite this record, he still had to go to a court of honour to obtain clearance because of his application. This was of course he was given.

4) The Court seemed firm and honest. Students were usually given the benefit of any doubt while legal technicalities and hair-splitting were noticeably absent.

5) we were received most cordially by the Court and granted every facility, translations etc. while answers to our questions were direct and frank.

A final point of interest is the explanation given by the president of the court when asked why students were single-out in the community to appear before special courts of this kind. He answered that students as the potential, professional and intellectual leaders in the community were expected in Czechoslovakia to display a higher moral sense, integrity and social responsibility than would be expected from others."

- 39 -

### EXPULSION OF STUDENTS

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Latest figures available immediately before the Council after prolonged investigation and during the whole period from February show the following picture;

1) There are altogether 75.000 university and technical students in the country.

2) The total number involved is made up as follows :

Prague-150  
Brno - 30  
Bratislava 30  
Plzen -2  
Holomouc -0  
Kosice -0  
Hradec Kralovy-3  
Ostrava - 13

The total number of cases to be reviewed by the Courts of Honour involving students who had studied in the High Schools under the Germans was 3.000. The number still to be investigated for collaboration or fascist activity at the time when minister Stransky suspended the post-war regulation was 1.800.

It is important to point out that considerable attention has been given to the study and review of each case by the Action Committee, an indication of which is the very length of the period of observation since February.

It is also essential to stress that the process is by no means completed in so far as, of the numbers of students mentioned, many have appealed, as they are entitled to do, and will bring fresh evidence before the courts at the beginning of the autumn term.

Of the students concerned in this investigation many have been suspended simply for a number of terms and there have been cases already in which favourable decisions have been made when the student has appealed or / fresh evidence to the Central Court.  
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- 40 -

# THE EXPULSION OF PROFESSORS

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After a preliminary visit to the Ministry of Education to speak directly with the Minister, the IUS was able to send a small delegation to inquire completely into the situation so far as professors were concerned.

On April 13th, the member of the IUS delegation, the president, secretary, head of the medical faculty Bureau, and the English editor of "World Student News" put out a statement correcting certain points in the previous IUS report. They declared a comparison of this document with that section of the Secretariat report which deal with the expulsions shows that even in Prague and in a position to obtain reasonably clear accounts, we were in possession of an exaggerated statement of account.

The delegation received exactly the same report which was made to the former president of Czechoslovakia, Dr. Edward Benes for his personal approbation. The report was drawn up by a University Commission consisting of representatives of the Professorial Council and of the Ministry of Education. It was approved by the president's household cabinet. The delegation saw all of relevant documents and was well-satisfied with the result of its investigation. The fact showed that although the basis for the decisions was clearly the laws accepted for the university in 1945 these laws had been applied in the most lenient fashion.

- 41 -

WORK OF THE CENTRAL UNION OF THE CZECHOSLOVAK STUDENTS  
SINCE FEBRUARY

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All over Czechoslovakia there is a competitive working effort in relation to the two-year plan with its various quotas each factory or working group has established its counterplan to surpass the target indicated. A recent poster of the student movement reads: "First in study, first in brigades, that is our student counter-plan .

Here is the counter-plan for the Faculty of Economic Science.

- 1) Increase of effort to study.

- a) increase in lecture attendance
- b) more intensive preparation for examinations
- c) abstention from all dishonest methods in examination.
- d) realising the importance of the course of study pursued
- e) not to rely on memory but on intelligence and real knowledge
- f) presenting original suggestion for improving the study programme, order of examinations and faculty life in general.

- 2) Participation in reconstruction.

- a) participation in faculty brigades
- b) participation in work brigades during the holidays in mines, building and farms
- c) assisting the nationalised factories , offices, and national committees during the holidays.

Suggestions to improve professional knowledge are coupled with a demand for increased working experience. Thus for example students of Architecture can help to plan new students hostels and recreation centres for the people in general.

Students in agriculture can help to carry out the new reforms to establish machine and tractor stations , statistical services etc. Students of education , future teachers can practise in the summer camps of the Youth or Trade Unions.

Students of journalism can help in the edition of provincial or factory newspaper.

Young artists should take their songs , their culture , their theatre to the villages where the people need help very much.

- 42 -

Students are being encouraged by their organisations to form study groups in order to raise the standard of qualification. These groups in the faculty associations organise discussions lectures, visits systematic correspondence with foreign students, and many other activities.

The Union itself is attempting to improve organisation methods and efficiency. In its foreign programme it is desirous of extending exchanges. It considers all student suggestions for faculty reforms. It is providing for the establishment of students' bookshops, it sends cultural brigades to the factories and organises many more students activities in general than was the case before February.

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- 43 -

CONSTITUTION OF MAY 9th.

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The right to education Para 12

1) All citizens have the right to education.

2) The State insures that everyone shall obtain education and training in accordance with his ability and with regard to the needs of the whole people.

13) All schools are public .

Elementary school education is uniform , obligatory and free of charge.

Note: the new education Act which provides for the unification for primary education is not intended to cover the universities and introduces no changes in this respect.

Information on University Entrance Qualifications  
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The Council of NUS in England asked the IUS Secretariat to investigate the situation with regard to university entrance. The Secretariat has examined the documents put out by the Ministry of Education since the month of February on this subject.

The first document issued in the month of May enunciates the procedures to be followed with regard to candidates desirous of entering the university. The aim of the investigations as stated in the document is: "To obtain a general picture of people entering the university in order to be able to place them better with regard to their knowledge and the needs of the economy".

All applicants enter for a preliminary matriculation to the first semester of studies and then proceed to their course. The candidate is asked to fill out an application form which he receives from the Director of his secondary school, to whom he returns it after completion. At the same time he presents his full matriculation certificate.

The application form sets out questions related to the university, faculty, and course of study to be pursued. It sets out details of name, birth, father's name, and school career, so far as academic results are concerned. This includes questions whether the candidate has ever had to repeat a course and other such details. It inquires about his participation in the Union of Czechoslovak Youth or the Scouts, and about his activity in any sports organization such as the Sokols, also about his participation in brigades.

The school director is able to ask information concerning the candidate from the local national committee, which fulfills at the same time the tasks of a municipal council and of the local legal authority. Together with a representative of the school union and of the youth committee, he dispatches these documents to the Rector of the Faculty.

In each faculty a commission is set up consisting of both students and professors. This commission receives the application and prepares the preliminary matriculation.

If the examination of the candidate is not successful, the commission may reject his application or recommend him to try another university or branch of study. It must announce its decision to the candidate.

This system does not apply to foreign students or to students who have passed their matriculation in previous years.

The preliminary matriculation was fixed for the month of June. The ordinary matriculation will take place between the 15th and 30th of September. In each faculty the Action Committee establishes a matriculation commission of four people - 2 professors, 1 student, and 1 practical expert. The task of this commission is to admit the candidate to matriculation.

Information is received from the director of the school concerning the academic capabilities of the student. The results of study are graded

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- 45 -

as fair, good, excellent, etc. Notice<sup>is</sup> taken of the mental capacities of the students as extraordinary, average, or weak, his interests are set out.

The economic and social conditions of the family are set out, and attention is given to the question whether they have retarded the candidate in his studies. There is a section on physical health, another on the candidate's abilities on his chosen branch of study showing which are his best subjects. There is a statement on moral behaviour and temperament so that the candidate's psychological aptitudes can be considered.

Later regulations of the month of July set out more in detail the inner working of the matriculation commission. The commission receives the certificates referred to above and has to prepare itself by the 30th of September. In considering the application, a points system is used for the results under the various sections of the school report. The candidate is only required to take subjects once, if their application to his branch of study is only a general one. Those subjects which have a special relation to what the candidate wishes to study are given more importance.

Having qualified the candidate according to his school results based upon the Director's report, the commission invites the candidate for an interview. No commission may have more than 50 students to consider, so that its work may be done well. The questions asked are of a general character, although related to the future course of the candidate. It is not, however, a technical test of knowledge, but rather an attempt to ascertain the interest of the student in the subject. This interview is marked on a point system, and after all candidates are examined, they are listed in order of merit. If a candidate obtains less than 30%, he is refused or advised to choose another faculty to which he is better suited.

The best candidates are appointed to be leaders of study groups. All candidates who are successful are put in groups of 20 for co-operative studies. The candidate responsible for the final appointment, together with the chairman of the Matriculation board.

This system applies only to new entrants and not to anyone already studying at the university.

The aim of this system is to assist in the correct use of the young intelligentsia according to the economy of the country as the best means of guaranteeing the student's employment when he is qualified. The nature of the investigation is in reality a close study of ability and character. The system used is intended to help the student to choose the best sphere of work to enter, according to his capacities.

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